DOCUMENT RESUME

ED 199 850 EA 013 351

TITLE	Core Curriculum in Preventing and Reducing School Violence and Vandalism. Course 3: School Climate. Participant Guide and Reference Notebook.
INSTITUTION	Center for Human Services, Washington, D.C.; National School Resource Network, Washington, D.C.
SPONS AGENCY	Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE	Jan 80
GRANT	OJJDP-79JS-AX-0019
NOTE	159p.: Some pages may be marginally legible due to broken print of original document. For related documents, see EA 013 348-355.
AVAILABLE FROM	National School Resource Network, 5530 Wisconsin Ave., NW, Washington, DC 20015 (free).
EDRS PRICE	MF01/PC07 Plus Postage.
DESCRIPTORS	*Core Curriculum; *Educational Environment; Elementary Secondary Education; Information Sources; *Learning Modules; *Prevention; Relevance (Education); *School Vandalism; Stress Variables; Student Participation; *Violence; Worksheets

ABSTRACT

This guide, intended for participants in the third course of the National School Resource Network Core Curriculum, contains an activity/content summary for each module of the course, worksheets, and background materials. The purpose of the course is to introduce a conceptual overview and definition of "school climate" with the goal of effecting positive change. The focus is on ways of improving school climate without administrative or community action. The course first defines school climate, and then discusses ways to assess and improve it. These include formal and informal assessment, improvement of interpersonal relations, stress reduction and management, student involvement in change, and law-related education as a relevant curriculum approach. (Author/MLF)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED199850

National School
Resource Network

Core Curriculum in Preventing and Reducing School Violence and Vandalism

Course 3
School Climate

Participant Guide and Reference Notebook

January 1980

Prepared by
Center for Human Services
Washington, D.C.

EA 013 351

For further information, additional materials, or assistance in the use of these materials contact:

National School Resource Network
Center for Human Services
5530 Wisconsin Avenue, N.W.
Suite 1600
Washington, D. C. 20015

Telephone: (800) 638-8090

Prepared under Grant No. 79JS-AX-0019 from the Office of Juvenile Justice and Delinquency Prevention, Law Enforcement Assistance Administration, U.S. Department of Justice.

Points of view or opinions in this document are those of the authors and do not necessarily represent the official position or policies of the U.S. Department of Justice.

Table of Contents

Course 3

SCHOOL CLIMATE

Page

About the NSRN Core Curriculum i

About the Course 1

Module 3.1: Defining and Assessing School Climate

Course Agenda by Module 3
About the Module 7
Worksheet 3.1.1: "Bad Boys" Climate Assessment 9
3.1.2: Pre-Crisis Indicators 11
3.1.3: School Climate Checklist 13
3.1.4: Improving School Climate 17
Background 3.1.1: The Climate of the School 19
3.1.2: Project Examples: Improving School Climate . . 29
3.1.3: Suggestions for Projects 47
3.1.4: Improving School Climate 49

Module 3.2: Stress Assessment and Management

Course Agenda by Module 53
About the Module 55
Worksheet 3.2.1: Holmes-Rahe Social Readjustment Rating Scale . . 57
3.2.2: Steps to Reduce Stress 59
Background 3.2.1: Excerpts From "Long-Term Work Stress Among Teachers and Prison Guards 61
3.2.2: The Job Related Tension Index 67
3.2.3: "The Principal's Next Challenge: The Twentieth Century Art of Managing Stress" 69
3.2.4: "Coping With Stress in 1979" 75
Bibliography: Stress Management 79

Module 3.3: Student Involvement in School Processes and Programs

Course Agenda by Module 85
About the Module 87
Worksheet 3.3.1: Youth Participation Matirx 89
Background 3.3.1: What Does the Survey Measure? 91
3.3.2: Student Interview 93
3.3.3: Action Plan and School Climate Profile 95
3.3.4: Directory of Student Involvement Programs . . . 97
3.3.5: Resource Organizations 117
Resource R.3.3.6: Peer Culture Development 119
Bibliography: Student Involvement Annotated Reading List 125

Table of Contents

Course 3
Page Two

Page

Module 3.4: Law-Related Education

Course Agenda by Module 129
About the Module 131
Worksheet 3.4.1: Index 133
3.4.2: Classified 135
3.4.3: "Grin and Bear It" 137
3.4.4: "Momma" 139
3.4.5: "The World of Animals" 141
Background 3.4.1: Case 143
3.4.2: National Projects of Special Interest 145
3.4.3: "Curriculum Materials and Resources for Law-Related Education" 151

Audiovisual Reference Materials 161

Acknowledgements 163

ABOUT THE CORE CURRICULUM ON PREVENTING/REDUCING SCHOOL VIOLENCE AND VANDALISM

THE NATIONAL SCHOOL RESOURCE NETWORK APPROACH

The National School Resource Network (NSRN) was established under a grant from the Law Enforcement Assistance Administration, Office of Juvenile Justice and Delinquency Prevention, as a resource to schools troubled by crime, violence, vandalism and disruption. The network provides nationwide training events, technical assistance, and information dissemination to assist schools in preventing and reducing these problems. The focus of all Network activities is on the collection, sharing, and dissemination of resources--most particularly the ideas and strategies that schools and communities have tried.

A National Center, managed by the Center for Human Services and based in Washington, D.C., and Regional Centers in Boston, Massachusetts; Atlanta, Georgia; Chicago, Illinois; and San Rafael, California, will carry out the mandates for the Network. Also participating in the Network are 34 national organizations which form an active consortium to enhance service and delivery efforts.

THE CORE CURRICULUM

The Core Curriculum includes seven courses designed for delivery either in a comprehensive 5-day workshop incorporating all the courses or in separate special presentations. The seven courses are as follows:

Course 1: Putting It All Together and Taking It Home

This course provides an overview of a planning and evaluation process that participants can apply in implementing ideas and strategies in their own schools and communities. The course also allows participants the opportunity to reflect on workshop content and select from among the ideas and strategies presented those which best meet their schools' needs.

Course 2: Discipline

This course covers a range of issues and practices surrounding the development and implementation of an effective school discipline program. The focus will be on clarifying reasons for discipline, building conceptual frameworks for understanding behavior problems, describing policy considerations, and providing specific examples of programs and strategies.

Course 3: School Climate

The purpose of the course is to introduce a conceptual overview and definition of "school climate" with the goal of effecting positive change. The focus is on ways of improving school climate without administrative or community action. The course first defines school climate, and then discusses ways to assess and improve it. These include formal and informal assessment, improvement of interpersonal relations, stress reduction and management, student involvement in change, and law-related education as a relevant curriculum approach.

Course 4: Interpersonal Relations

The goal of the course is to introduce approaches and resources to identify, manage, reduce, resolve and prevent crisis and conflict in schools. There is an underlying assumption that hostile incidents and disruptive behavior are expressions of deep hurt, frustration, confusion, anger and misunderstanding. Specific attention will be given to crisis and conflict intervention and management, gang problems, problems of victims, and intercultural relations.

Course 5: Security

This course is designed to address a full range of preventive measures used to improve the security of the school both during and after school hours. It will provide a variety of alternative approaches to school security which will enhance schools' ability to improve the safety and security of the people and property. Special attention will be given to an overview of security problems, use of non-security staff to prevent problems, physical plant security, and design and upgrading of security programs.

Course 6: Environment

The course on environment provides guidance to school staff on ways to change school environments and make them safer. A full range of physical design strategies that can be implemented in schools is presented. Many of the strategies can be applied by school personnel and students. An assessment checklist will allow school personnel to identify environmental problems.

Course 7: The Community as a Problem Solving Resource

Community involvement in the school can help the schools greatly in solving problems of violence and vandalism. In this course a rationale for community involvement is presented, along with specific approaches for increasing school-community linkage. Use of parents and volunteers, the criminal justice community, and community agencies, businesses, and organizations are stressed. Interagency cooperation is also discussed.

About the Course

Course 3 - School Climate

Background and Rationale

A rich body of knowledge based on both formal research and individual experience tells us that individual and group behavior depends in many important ways on the situation and how it is structured and defined. It is possible to make some progress in controlling vandalism and violence through the use of guards and highly restrictive disciplinary procedures. However, the only way to prevent disruption in the schools and to provide a genuine atmosphere of order and caring is to have a school climate that is strongly prosocial and that conveys norms of commitment and personal responsibility.

Improving school climate is a mixture of science and art. It involves a combination of changing the structure of the school situation and changing the feelings that students and staff have about the school.

Purpose

The purpose of the course is to provide a conceptual overview of key elements of school climate with the goal of effecting positive change. The focus is on ways of improving school climate without intervention at the administrative or community level. In the course, climate is defined and methods for assessing climate are presented (Module 3.1). Strategies to improve climate are also presented. These include stress reduction and management (Module 3.2), student involvement (Module 3.3), and introduction of relevant curriculum, such as law-related education (Module 3.4).

Course 3 - School Climate

Module 3.1 - Defining and Assessing School Climate

Total Time 2 hours

Course Agenda by Module

Module Summary

This module focuses on defining, assessing, and changing school climate. Activities include: viewing a 5-minute videotape of a high school in New York City and evaluating its environment; introduction of sample programs used in Colorado schools to improve the quality of the school's environment; a school climate checklist completed by participants. Lecture and discussion on factors of school climate as defined by Edward Brainard and Robert S. Fox in "The Climate of the School" are presented. The TDR model of training teams of students, parents, and teachers who work to change the environment in their school is highlighted.

Activity/Content Summary	Time
1. Introduction and Discussion of School Climate	25 min.
A. Overview of School Climate Course Trainer highlights each module in Course 3, School Climate.	
B. Warm-Up Activity Participants "free associate" calling out words or phrases which define the term "climate," or define positive climate on a climate tree.	
C. Participants View "Bad Boys" and Note Aspects of School Climate (Optional Activity) Participants view a 5-minute videotape of a New York City high school and complete a worksheet evaluation of the school's climate.	
D. Large Group Discussion (Optional Activity) Participants discuss "Bad Boys" and their assessment of the school's climate.	
E. The Meaning of School Climate The overall climate of a school is defined as the enduring characteristics and patterns of behavior in the environment involving the programs, interpersonal relations and administrative "style" of the school.	
2. Characteristics and Determinants of a Positive School Climate	40 min.
A. Factors in a Positive School Climate	

Activity/Content Summary	Time
B. Determinants of School Climate	
Three determinants of school climate (program, process, and material) as identified by Brainard and Fox are presented.	
C. Changing Climate Through Changing Determinants: Some Project Examples	
Background Material 3.1.2, which includes 16 programs used to improve school climate in Colorado schools, is introduced.	
3. Assessing the Current Climate	30 min.
A. Why Assess Climate?	
Trainer points out that assessing climate is the first step in changing it.	
B. Example of an Informal Assessment Instrument: Pre-Crisis Indicators	
Participants are referred to Worksheet 3.1.2, a U.S. Department of Justice Community Relations list of pre-crisis indicators.	
C. Example of a Formal Assessment Instrument: School Climate Checklist	
Participants review Worksheet 3.1.3, a school climate checklist for their own schools.	
D. Comparing Notes	
Participants join in small groups to discuss their findings.	
E. Working with Students to Assess Climate	
Trainer discusses the benefits of student involvement in assessing climate.	
4. Improving School Climate	15 min.
A. Deciding What To Do	
Participants read Background 3.1.3, "Suggestions for Projects," and give additional examples of projects to change school climate.	
B. Deciding How To Do It: Building a Model for Change	
Participants are introduced to the TDR model of improving school climate. The process includes training teams of students, parents, and teachers who then work in the school environment to change it.	

Activity/Content Summary	Time
C. Discussion of School Climate Change Participants discuss how change processes and programs might be applied in their schools.	
5. Wrap-Up Trainer summarizes the module, focusing on the interconnection between people and their environments. "We shape our surroundings and then our surroundings shape us" (Winston Churchill).	10 min.

About the Module

Course 3 - School Climate

Module 3.1 - Defining and Assessing School Climate

Objectives

Participants will be able to--

1. Describe a number of elements of "school climate"
2. Identify several aspects or determinants of school climate
3. Review ways of assessing school climate
4. Propose and discuss specific ways to begin improving the climate in their own schools.

Description of Materials

Transparencies

3.1.1 - 3.1.8 Transparencies present information about school climate--what it is, how it is determined, how it can be changed.

Participant Worksheets

3.1.1 "Bad Boys" Climate Assessment
3.1.2 Pre-Crisis Indicators
3.1.3 School Climate Checklist
3.1.4 Improving School Climate

Background Materials

3.1.1 The Climate of the School
3.1.2 Project Examples: Improving School Climate
3.1.3 Suggestions for Projects
3.1.4 Improving School Climate

Course 3 - School Climate

Module 3.1 - Defining and Assessing School Climate

Worksheet I-D 3.1.1

Participant Worksheet

"Bad Boys" Climate Assessment

You will view a segment from the videodocumentary "Bad Boys," a study of a New York City school. While viewing the tape, jot down any positive or negative aspects of school climate you identify. (These may be mentioned or simply implied.) The four categories of factors/determinants of climate listed below will be discussed in the next activity. Note aspects under one or another category wherever possible.

1. General Climate Factors - The Overall Feeling

2. Program Determinants - Curricular and Extra-curricular Activities

3. Process Determinants - Communication and Problem Solving Skills

4. Material Determinants - Physical Resources of the School

Course 3 - School Climate

Module 3.1 - Defining and Assessing School Climate

Worksheet I-D 3.1.2

Participant Worksheet

Pre-Crisis Indicators

The following list focuses on indicators that may suggest a crisis in school climate. Check those items that are true of your school.

		Yes	No
1.	sudden clique formations	___	___
2.	increased isolated fights	___	___
3.	appearance of "underground" publications and flyers with an anti-school bias	___	___
4.	complaints of inequality of treatment as it relates to discipline, grading, tracking, athletics, and other extra-curricular activities	___	___
5.	disproportionate number of disciplinary actions	___	___
6.	appearance of "demands"	___	___
7.	a violent incident or disorder in the community-at-large	___	___
8.	appearance of hate literature	___	___
9.	discovery of weapons in the school	___	___
10.	increased incidents on buses and bus routes	___	___
11.	over utilization of minority staff to deal exclusively with minority children who are in trouble	___	___
12.	increased conflicts relating to hair styles, clothing, food service, etc.	___	___
13.	conflicts over type of music to be played at school dances and the location of these functions	___	___
14.	all white or all minority teams	___	___
15.	lack of staff contact with students	___	___
16.	increased truancy, absenteeism	___	___
17.	complaints from custodial, cafeteria and transportation personnel	___	___
18.	parents coming to school to withdraw their children in fear of what might happen	___	___
19.	students leaving school to go to another school	___	___
20.	parents keeping their children out of schools because of fears of what might happen	___	___
21.	negative attitudes of principal spreading to staff	___	___
22.	discontinued programs and services	___	___
23.	increased minority suspensions, drop-outs, and in-school push-outs	___	___
24.	inadequate selections of textbooks, library books, AV materials, and other teaching materials	___	___
25.	lack of written discipline codes or school policies available to all staff, students and parents	___	___
26.	lack of committees interested in school problems in school and community	___	___
		___	___

	Yes	No
27. lack of student, parents, and staff grievances procedures	___	___
28. inadequate procedures for transporting parents and students for conferences and school activities	___	___
29. increased number of students being referred for disciplinary action	___	___
30. staff-student charges of irrelevant curriculum	___	___
31. complaints of lack of freedom of expression	___	___

Developed by Bertha Hudson, U.S. Department of Justice, Community Relations Service, 1977-78, as a resource for handling desegregation issues and adapted by NSRN.

Course 3 - School Climate

Module 3.1 - Defining and Assessing School Climate

Worksheet I-D 3.1.3

Participant Worksheet

School Climate Checklist

There are several school climate checklists. The following questions are based on five of them: CFK - Ltd.'s "School Climate Profile"; Rensis Likert Associates: "The Profile of a School"; Dade County Public Schools' "School Morale Attitude Survey"; Racine, Wisconsin, Unified School District's "School Environment, Staff and School/Community"; and Dr. James Garbarino's checklist. This checklist is only a sampling of these questionnaires, all of which are quite long.

Instructions: Answer each question as you see your school. Check the space that indicates your perception of the situation: Almost Never--Rarely--Occasionally--Frequently--Almost Always.

	Almost Never	Rarely	Occa-sionally	Frequently	Almost Always
I. General Factors					
A. I'm proud to be a part of my school. (3)					
B. Students feel that teachers are "on their side." (1)					
C. Even slow students feel enthusiastic about learning. (5)					
D. Administrators listen to faculty and student ideas. (2)					
E. My school shows good school spirit. (5)					
F. I can count on other teachers to help me when I need it. (1)					
G. I can count on students to help me when I need it. (5)					
II. Program Determinants					
A. Students feel free to talk to teachers about school matters. (2)					
B. Students can choose among curricular and extra-curricular activities. (1)					

	Almost Never	Rarely	Occa-sionally	Frequently	Almost Always
C. Racial and ethnic minorities are treated with respect and their cultural needs taken into consideration. (4)					
D. Students get away with antisocial behavior. (3)					
E. Students are praised for good citizenship. (5)					
III. Process Determinants					
A. Problems are recognized and dealt with rather than being swept under the carpet. (1)					
B. My school is open to community suggestions and involvement. (1)					
C. When we have conflicts in my school the result is constructive not destructive. (1)					
D. Students stick together against teachers. (5)					
E. Each clique or group of students ignores the others. (4)					
F. New ideas about the program are welcomed by the administration and other teachers. (1)					
IV. Material Determinants					
A. Books and other materials are in ample supply and are in good condition. (1)					
B. Teachers are paid well compared with other communities. (1)					
C. My school is kept clean. (1)					

	Almost Never	Rarely	Occa-sionally	Frequently	Almost Always
D. There are adequate facilities for teachers and students to use during recess or free time. (5)					
E. There are too many people for everyone to get to know each other and have a chance to participate in school activities. (5)					

Numbers next to items indicate source from which they were adapted.

1. CFK, Ltd., in School Climate Improvement: A Challenge to the Administrator, by Robert S. For et al. Bloomington, Indiana: Phi Delta Kappa (paperback), 1974. 141 pp., $3.00.

2. Rensis Likert Associates, from The Profile of a School: A Resource for Improving School Administration. Ann Arbor, Michigan, 1977.

3. Dade County Public Schools, School Morale Attitude Survey, Dade County, Florida, 1978.

4. Racine Unified School District, School Environment, Staff and School/Community, Racine, Wisconsin, 1977.

5. Dr. James Garbarino, Boys' Town, Nebraska.

Course 3 - School Climate

Module 3.1 - Defining and Assessing School Climate

Worksheet I-D 3.1.4

Participant Worksheet

Improving School Climate

Things I could do to improve the climate in my school:

1. Provide activities to promote cooperation and group responsibility.
   Examples:

2. Notice and reward pro-social behavior.
   Examples:

3. Integrate rather than isolate academically and socially marginal students.
   Examples:

4. Other.

CHAPTER I

The Climate of the School

Introduction

A positive school climate is both a means and an end. A good climate makes it possible to work productively toward important goals, such as academic learning, social development, and curriculum improvement.

It also makes school a good place to be, a satisfying and meaningful situation in which both adults and youth care to spend a substantial portion of their time.

What factors comprise a humane climate? How can people in a school insure that it has a wholesome learning climate? What guidelines can be developed to serve as a measure of the humaneness of a school's climate? These are the essential questions addressed in this book.

Usual writings on the characteristics of a good school's program describe the nature of the curriculum and the instructional program. That is, they describe 1) desirable classroom teaching-learning strategies and conditions, and 2) sets of courses and experiences to be offered students within each area of the curricular and extracurricular programs. This book goes beyond these concerns. It describes in concrete terms facets of the school's climate as they relate to school climate goals; how to assess climate; program, process, and material contributions necessary in a healthy climate; desirable relationships among

Source: Nueva Learning Center, Hillsborough, CA

educators, students, and others comprising the school community; and the leadership responsibilities of school administrators serving as climate leaders.

Importance of School Climate

During the past decade, great strides have been made in strengthening the American school system. Many new and architecturally inviting school buildings have been built in an effort to keep pace with the rapid increase in the population. New developments and major advances have occurred in program organization—scheduling alternatives, individualized instructional systems, varied approaches to staff utilization, multiple grouping arrangements, and a veritable explosion of multimedia instructional materials. Exciting new curriculum materials have emerged in mathematics, science, English, and the social sciences. Program management techniques such as the Planning-Programming-Budgeting System (PPBS), and behavioral objectives, accountability, and National Assessment programs have become available to help sharpen the focus of educational programs and support the evaluation of their effects.

Despite these strides, we have not totally succeeded in creating the kind of schools we would like to have; we are not achieving the potential we envision. Perennial problems and concerns about schools remain.

In the following list of problems, are any characteristic of your school? Check those which concern you or your faculty, students, or parents. Space is provided at the end of the list to add other problems encountered at your school.

___ High student absenteeism

___ High frequency of student discipline problems

___ Weak student government

___ Student cliques

___ High faculty absenteeism

___ Negative discussion in faculty lounges

___ Crowded conditions

___ "Lost" feeling of students because the school is too large

___ Vandalism
___ Student unrest
___ Poor school spirit
___ Poor community image of the school
___ Faculty cliques
___ Property theft from lockers
___ High student dropout rate
___ Underachieving students
___ Low staff morale
___ Passive students
___ Faculty apathy
___ Supplies and equipment unavailable when needed
___ Students carrying guns, knives, and other weapons
___ Poor image of the school by staff
___ Dislike of students by faculty members
___ Feeling among students that school has little purpose
___ High incidence of suspensions and expulsions
___
___
___

Most of these problems demand direct attention, and an alert administrator recognizes the need to correct the dysfunctional programs and processes that seem causal to the negative conditions, attitudes and behavior listed above.

Actually, such problems are symptoms of deeper climate concerns. They are the tips of icebergs, indicators of the inadequacy of a school's programs for dealing with the human needs of students, faculty, and, perhaps, administrators; they are, in fact, often effects rather than causes. Parenthetically, it could be said that if schools continue to perpetuate an anti-humane climate in which apathy, failure, punishment, and inadequate success in achieving the curriculum are characteristic, they may guarantee their own demise, and ultimately that of the American social system.

Goals of the Humane School Climate

It is easy to talk about a humane school, and to describe such an environment in glowing terms. But in reality, what is a truly humane school? What does a good climate look like? What are the characteristics of such a school's learning activities? What instructional conditions must exist? How can a school organization maintain efficiency and accountability in its learning program and still be centrally concerned with people? Can a school have trust and effective communication between administrators and teachers, between teachers and students and parents, and still retain respect for individuality and diverse value positions?

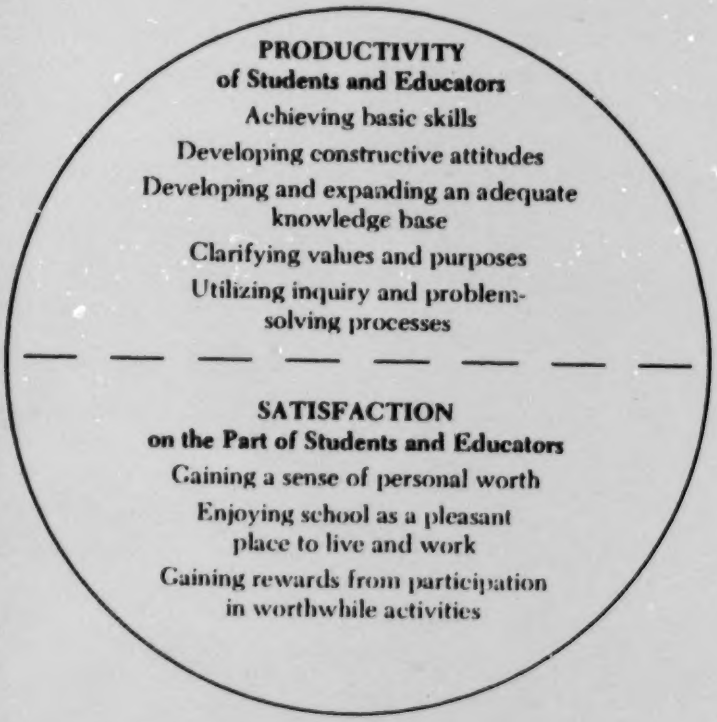


Figure 1-1
SCHOOL CLIMATE GOALS

The authors believe it can. Contained in the answer are the two following goals of the humane school climate:

To provide throughout the school a wholesome, stimulating, and *productive* learning environment conducive to academic achievement and personal growth of youth at different levels of development

To provide a pleasant and *satisfying* school situation within which young people can live and work.

These primary goals focus on the young people for whom schools exist. A corollary is provision of a stimulating and productive environment for the adults of the school community —the faculty, principal, other staff members, and parents.

To summarize, these goals or outgrowths of a school climate can best be characterized as *productivity* and *satisfaction*. One without the other is insufficient. Figure 1-1 illustrates the goals.

Emergence of School Climate Awareness

More than fifty years ago, in 1918, the Commission on the Reorganization of Secondary Education articulated the Cardinal Principles of Secondary Education as health, command of fundamental processes, vocational efficiency, good citizenship, worthy home membership, worthy use of leisure time, and ethical character.[2] More recently, in 1938, the Educational Policies Commission of the National Education Association outlined the purposes of education in the American democracy for the everyday life pattern of an educated citizen. These were described as the objectives of self-realization, human relationship, economic efficiency, and civic responsibility.[3]

Using public opinion research processes, in 1973, the National Commission on the Reform of Secondary Education, chaired by B. Frank Brown, developed thirteen learner-centered goals for secondary education. They are:

Content goals

Achievement of communication skills

Achievement of computational skills

Attainment of proficiency in critical and objective thinking

Acquisition of occupational competence

Clear perception of nature and environment

Development of economic understanding

Acceptance of responsibility for citizenship

Process goals

Knowledge of self

Appreciation of others

Ability to adjust to change

Respect for law and authority

Clarification of values

Appreciation of the achievements of man.[4]

In our current era of accountability, in school districts throughout the nation citizens and educators are working together to develop the basic goals of their schools. For example, this set developed in 1973 by the Jefferson County, Colo., school district is undoubtedly typical:

Each student will:

Master the basic skills for continued learning

Develop a sense of responsibility. Act with understanding and respect toward others as individuals

Develop his unique talents and his sense of worth, well-being, and happiness to the fullest

Become actively prepared to cope with change

Develop the skills and attitudes necessary to earn a living and function as a contributing member of society.

The annual Gallup Polls on education also provide current data on the public's perceptions of the job of schools. Here is a question from the 1972 poll of a national sample of adults:[5]

People have different reasons why they want their children to get an education. What are the chief reasons that come to your mind?

Here are the responses and the percentages of respondents mentioning each in some form:

1. To get better jobs ..... 44 percent

2. To get along better with people at all levels of society ..... 43 percent
3. To make more money—achieve financial success ..... 38 percent
4. To attain self-satisfaction ..... 21 percent
5. To stimulate their minds ..... 15 percent
6. Miscellaneous reasons ..... 11 percent

This information has been reported to illustrate that the climate goals at the outset of this section are supportive of the aims of American education. They represent routes for achieving the larger purposes of schooling. One climate goal pertains to productivity as it concerns academic, social, and physical development of skills, knowledge, and attitudes. Because of the importance of productivity in the developmental life of youngsters, and the fact that youth spend a large portion of their life in school, the second climate goal is equally important. This goal pertains to satisfaction—the need for a fulfilling and quality school life.

General Climate Factors

If you were to walk into a school building and try to gain a sense of its prevailing climate, what would you look for? Along what lines would you assess its positiveness or negativeness?

We suggest you look for at least eight factors, which comprise the school's climate and determine its quality. They result from an interaction of the school's programs, processes, and physical conditions.

Ideally, there should be evidence of:

1. *Respect.* Students should see themselves as persons of worth, believing that they have ideas, and that those ideas are listened to and make a difference. Teachers and administrators should feel the same way. School should be a place where there are self-respecting individuals. Respect is also due to others. In a positive climate there are no put-downs.
2. *Trust.* Trust is reflected in one's confidence that others can be counted on to behave in a way that is honest. They will do what they say they will do. There is also an element of believing others will not let you down.

3. *High Morale*. People with high morale feel good about what is happening.

4. *Opportunities for Input*. Not all persons can be involved in making the important decisions. Not always can each person be as influential as he might like to be on the many aspects of the school's programs and processes that affect him. But every person cherishes the opportunity to contribute his or her ideas, and know they have been considered. A feeling of a lack of voice is counterproductive to self-esteem and deprives the school of that person's resources.

5. *Continuous Academic and Social Growth*. Each student needs to develop additional academic, social, and physical skills, knowledge, and attitudes. (Many educators have described the growth process as achieving "developmental tasks." Educators, too, desire to improve their skills, knowledge, and attitudes in regard to their particular assignments within the school district and as cooperative members of a team.)

6. *Cohesiveness*. This quality is measured by the person's feeling toward the school. Members should feel a part of the school. They want to stay with it and have a chance to exert their influence on it in collaboration with others

7. *School Renewal*. The school as an institution should develop improvement projects. It should be self-renewing in that it is growing, developing, and changing rather than following routines, repeating previously accepted procedures, and striving for conformity. If there is renewal, difference is seen as interesting, to be cherished. Diversity and pluralism are valued. New conditions are faced with poise. Adjustments are worked out as needed. The "new" is not seen as threatening, but as something to be examined, weighed, and its value or relevance determined. The school should be able to organize improvement projects rapidly and efficiently, with an absence of stress and conflict.

8. *Caring*. Every individual in the school should feel that some other person or persons are concerned about him as a human being. Each knows it will make a difference to

someone else if he is happy or sad, healthy or ill. (Teachers should feel that the principal cares about them even when they make mistakes or disagree. And the principal should know that the teachers—at least most of them—understand the pressures under which he or she is working and will help if they can.)

*9.

*10.

Figure 1-2 lists the factors that comprise the school's climate and determine its quality. At the center are the goals for the school's climate as presented in Figure 1-1.

Basic Human Needs within the School

If it is to be successful—productive and satisfying—any institution must provide opportunities for students, faculty, staff, and administrators to fulfill their basic human needs. An effective, wholesome climate cannot exist without meeting such needs. In a sense, the basic needs are an additional means of viewing many of the climate factors just described.

No school organization can possess a wholesome climate without providing for the essential needs of its students and educators:

Physiological needs for involvement in learning. These involve the school's physical plant including heat, light, safety from hazards such as fire, and relatively uncrowded conditions.

Safety needs pertain to security from physical and psychological abuse or assault from others in or around the school.

Acceptance and friendship needs from other students, teachers, staff, and administrators.

Achievement and recognition needs in regard to one's endeavors.

Needs to maximize one's potential or to achieve at the highest possible level.

*The authors do not believe the factors listed above, or the other listings used to describe the school's climate, are all-inclusive. Readers may wish to delete or add items, and space is provided for them to do so.

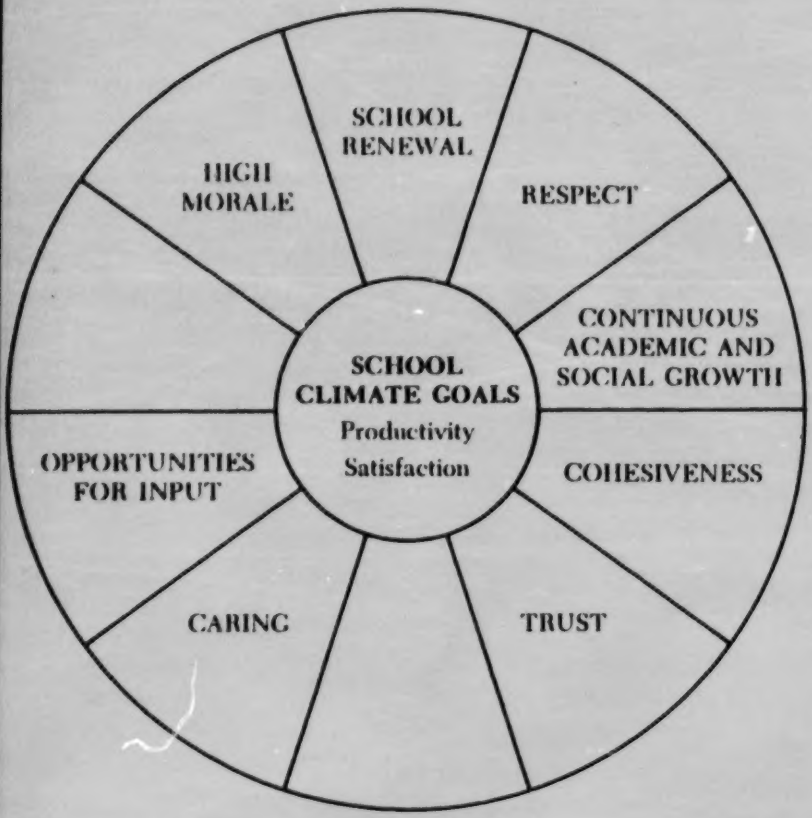


Figure 1-2
CLIMATE FACTORS

These needs, which are charted in Figure 1-3, concern the desire of each person for acceptance, identity, and security.

Through their interaction, the programs, processes, and physical conditions of the school must provide for each of the basic needs if a wholesome climate is to develop. Should a school deal only with safety needs, for example, it is not likely that trust, respect, high morale, and the like would develop. Safety might be provided by seeing to it that students sit quietly at their desks all day long. But such an approach to safety would do nothing to build trust, encourage innovativeness,

or contribute to high morale. Further, a school that has outstanding opportunities for learning, a beautiful physical plant, and involvement processes for making decisions, but has students being physically attacked in the restrooms or teachers fearing for their safety is not likely to develop a wholesome climate.

BASIC HUMAN NEEDS OF STUDENTS AND EDUCATORS				
Physiological Needs	Safety Needs	Acceptance and Friendship Needs	Achievement and Recognition Needs	Needs to Maximize One's Potential

Figure 1-3

Focus of School Climate Improvement Projects

It is not likely that a school can directly embark upon precise projects to improve trust, respect, cohesiveness, caring, opportunities for input, high morale, school renewal, and continuous growth. These are not factors that the school is likely to have been working on directly, even if it could. They are universal, and their quality is actually a result of the practices and programs of the more specific school operations within the areas of program, process, and material determinants described in the following section.

School Climate Determinants

Described below are eighteen features of a school's operations that largely determine the quality of the factors and goals (see Figures 1-1 and 1-2) that comprise climate. It is by improving these eighteen school climate determinants that school improvement projects can most easily be developed and evaluated.

SCHOOL CLIMATE DETERMINANTS		
Program Determinants	Process Determinants	Material Determinants
Opportunities for Active Learning	Problem Solving Ability	Adequate Resources
Individualized Performance Expectations	Improvement of School Goals	Supportive and Efficient Logistical System
Varied Learning Environments	Identifying and Working with Conflicts	Suitability of School Plant
Flexible Curriculum and Extracurricular Activities	Effective Communications	
Support and Structure Appropriate to Learner's Maturity	Involvement in Decision Making	
Rules Cooperatively Determined	Autonomy with Accountability	
Varied Reward Systems	Effective Teaching-Learning Strategies	
	Ability to Plan For the Future	

Figure 1-4

The determinants are divided into three major categories: program, process, and material determinants. Figure 1-4, which appears on page 12, indicates the determinants.

Note that the listings of Figure 1-4 and the descriptions of the determinants provide space for addition of items that might be pertinent to a particular school.

In Chapter VI, each determinant is described at greater length, and examples are given to show what might be expected for each program, process, or material determinant. (These illustrations have been contributed by many practicing school principals and staff members involved in CFK Ltd.-sponsored Principal as the School's Climate Leader projects.)

Program Determinants of a positive school climate include:

1. *Opportunities for active learning* in which students are totally involved in the process, both physically and mentally, and are able to demonstrate an ability to use their knowledge and skills.
2. *Individualized performance expectations* that are reasonable flexible, and take into account individual differences. Individuals are frequently encouraged to set their own performance goals. Care is taken to allow for differences while at the same time providing maximum challenges for fully motivating the individual.
3. *Varied learning environments*, which avoid a single, standard mode of instruction, class size, or atmosphere. Schools within schools and alternative programming are considered potential processes for developing optional environments.
4. *Flexible curriculum and extracurricular activities* that provide a wide variety of pace and content options for learners. It is not assumed that all learners in a group have the same content needs or that most will learn at the same rate. Extracurricular activities should serve all students and be subject to constant redevelopment as students' needs change. To the greatest extent possible, such activities should be offered on an open-enrollment basis.
5. *Support and structure appropriate to learner's maturity* in which the school designs its programs, activities, and requirements so they are consistent with the everchanging intellectual, social, and physical developmental character-

istics of youth as they grow. Educators practice the principles of child and adolescent growth and development.

6. *Rules cooperatively determined* involving educators and students in the development of rules and regulations that are clearly stated and viewed as reasonable and desirable by those affected.
7. *Varied reward systems*, which minimize punishment and emphasize positive reinforcement of effective behavior. The school should recognize the need for and provide a variety of ways in which students and educators can be productive and successful.
8.
9.

Process determinants of a positive school climate include:

1. *Problem solving ability* in which skills are adequately developed to reach effective solutions quickly. Problems should stay solved, and the solving mechanism should be maintained and strengthened. There should be well-developed structures and procedures for sensing the existence of problems, for inventing solutions, for implementing them, and for evaluating their effectiveness.
2. *Improvement of school goals* in which they are clearly stated and understood by students, parents, and educators. Goals should serve as reference points for making decisions, organizing school improvement projects, and guiding day-to-day operations. The school should record all goals and continuously update them. Students, staff members, and administrators are encouraged to develop personal goals directed toward their own growth within the context of the school program.
3. *Identifying and working with conflicts* in a way that recognizes that conflict is natural and that it occurs within individuals, between them, and between groups. Conflict is not a problem unless it mounts up, is not faced, and is allowed to fester. In a favorable climate, conflict is accurately identified and effectively worked on.
4. *Effective communications*, which enhance interpersonal

relationships among and between educators and students and parents rather than causing alienation, isolation, misunderstanding, fear, and frustration. Communication involves sending, receiving, and understanding feelings and ideas openly and honestly. It is a multidimensional process, unrestricted by hierarchies or other imposed or imaginary barriers. There should be emphasis on sharing and problem solving, as well as a concern for purposeful listening.

5. *Involvement in decision making* in which opportunity to improve the school exists for students, educators, interested parents, and others. Persons affected by a decision need an opportunity to provide input. Decisions should be based on pertinent information, and decision processes should be clearly specified and understood by all. A variety of decision-making models should be used and the entire process reviewed periodically for effectiveness and efficiency.

6. *Autonomy with accountability*, which balances the freedom of being independent and self-governing with the necessity and desirability of being responsible for actions through reporting and explaining processes in achieving goals and objectives. This equity is vital not only to the school as an organization, but to educators and students as individuals and as working groups.

7. *Effective teaching-learning strategies* in which goals for teaching-learning situations are clearly stated and educators seek evaluative feedback from students and other educators. Teachers should recognize that students have varied learning styles and should attempt to employ methods that consider these styles as well as student maturity. Students should have frequent opportunity to choose from a variety of learning activities. Inquiry should be encouraged, and a system should exist to evaluate teaching strategies.

8. *Ability to plan for the future* is a characteristic whereby the school determines and plans for its immediate and long-range future. In this process, the school's educators and clientele analyze the general course of the education program at their school, and deliberately plan desirable changes and modifications in the school's programs, services, and processes. It involves planning skills and a future orientation—

the attempt to project conditions as the educators and clientele want them to be.

9.
0.

Material determinants of a positive school climate include:

1. *Adequate resources,* which include able educators and support for them and students through provision of instructional material centers and laboratories, desirable classroom or learning-area equipment, furniture, textbooks and references, other materials, and adequate expendable supplies.
2. *Supportive and efficient logistical system,* which is designed to help people be productive in achieving the school, curriculum, and extracurricular activity goals. A responsive system enhances morale. Procedures should enable individuals to efficiently acquire needed material resources. Educators should be able to get commonly used resources rapidly. The system should provide quality in such areas as student scheduling, and in custodial, maintenance, secretarial, purchasing, budgeting, and accounting services. Each individual should know what he can and cannot expect of a school's logistical system.
3. *Suitability of school plant* in which the institution modifies the physical plant as program and human needs change, keeping building decor attractive by use of color, furniture arrangement, and displays of student work.
4.
5.

Chapter VI, "School Climate Determinants," further discusses each of the above eighteen characteristics. Chapter VII shows how a school might initiate a process of developing its own set of definitions and climate determinants, particularly relevant to its own needs and perceptions.

Summary

The preceding material, along with Figures 1-1, 1-2, 1-3, and 1-4, provide a conceptual overview and definition of the school's climate. In summary form, Figure 1-5 combines the concepts.

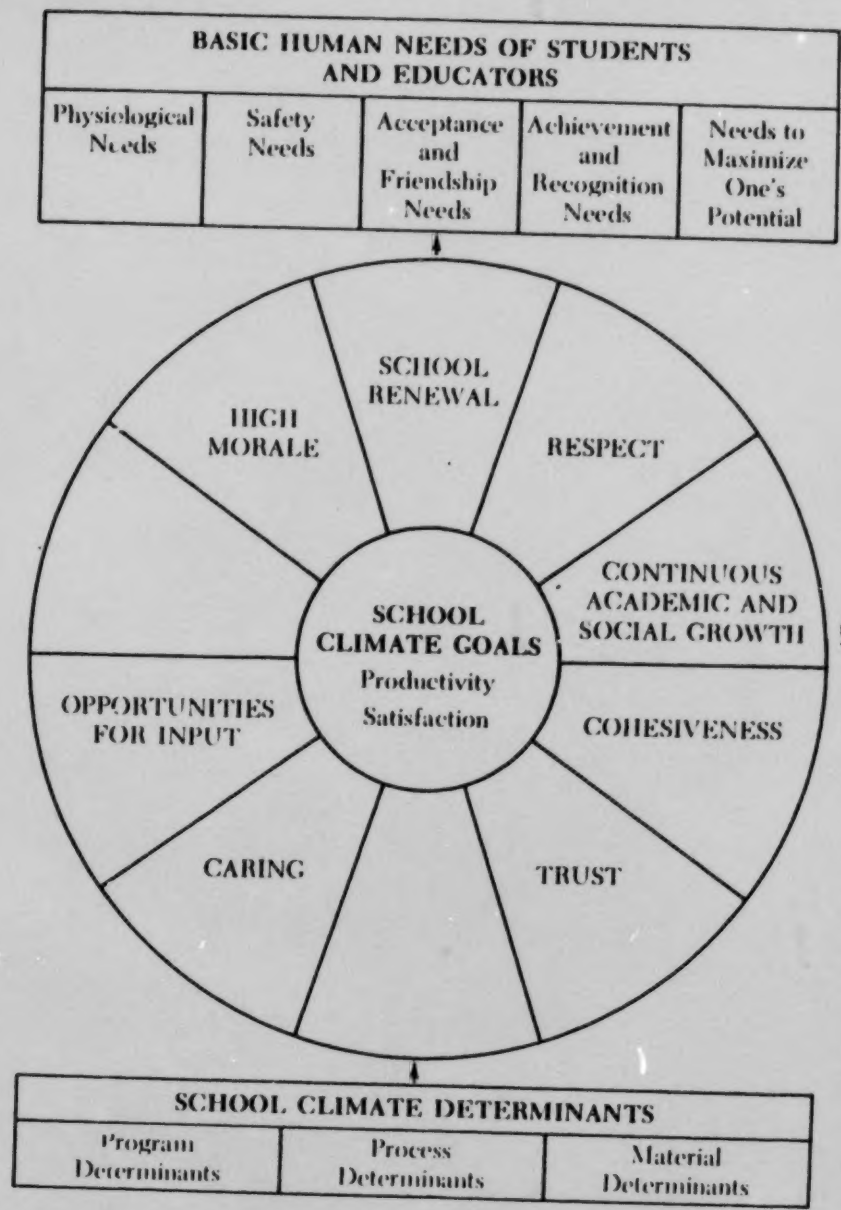


Figure 1-5
THE CLIMATE OF THE SCHOOL

Course 3 - School Climate

Module 3.1 - Defining and Assessing School Climate

Background I-D 3.1.2

Background Materials

Project Examples: Improving School Climate

(See attached)

Source: School Climate Source Book, Colorado Department of Education, Denver, Colorado, 1978.

CLIMATE DETERMINANTS • INVOLVED

PROGRAM DETERMINANTS	PROCESS DETERMINANTS	MATERIAL DETERMINANTS
OPPORTUNITIES FOR ACTIVE LEARNING	• PROBLEM SOLVING ABILITY	ADEQUATE RESOURCES
• INDIVIDUALIZED PERFORMANCE EXPECTATIONS	• IMPROVEMENT OF SCHOOL GOALS	SUPPORTIVE AND EFFICIENT LOGISTICAL SYSTEM
• VARIED LEARNING ENVIRONMENTS	• IDENTIFYING AND WORKING WITH CONFLICTS	SUITABILITY OF SCHOOL PLANT
FLEXIBLE CURRICULUM AND EXTRACURRICULAR ACTIVITIES	• EFFECTIVE COMMUNICATIONS	
SUPPORT AND STRUCTURE APPROPRIATE TO LEARNER'S MATURITY	• INVOLVEMENT IN DECISION MAKING	
	AUTONOMY WITH ACCOUNTABILITY	
RULES COOPERATIVELY DETERMINED	EFFECTIVE TEACHING-LEARNING STRATEGIES	
VARIED REWARD SYSTEMS	• ABILITY TO PLAN FOR THE FUTURE	

MAPLETON High School, Adams County School District #1, Adams County

Telephone: 288-6681
Superintendent: George DiTirro
Principal: James M. Sekich

PROJECT OR ACTIVITY: SCHOOL WIDE ADVISORY SYSTEM

Personalizing the educational experience is the goal of the Advisement Program. It creates an ongoing personal interaction between a teacher (advisor) and a student (advisee). The goals of advisement are a successful goal-oriented educational experience for all students; increased positive home/school communications through active parent involvement in educational planning; improved student decision making and career planning through a process of advisee self-assessment.

Cost-funded through Title IV-C grant. Prior to implementing the program, a full year of staff development was held utilizing personnel from the Bureau of Educational Research at the University of Colorado. Sister Elise Calmus of the University of Colorado is the State High School Facilitator. Mr. George DiTirro, Superintendent of District #1 is the supervisor of the Title IV grant.

Outcomes: State research compiled by the Bureau of Educational Research at the University of Colorado under the direction of Mr. John Richie. This included evaluations of the Staff Developmental Program, a survey of parent/teacher and students taken prior to instituting the program; a follow-up survey will be conducted during April 1978.

CLIMATE DETERMINANTS • INVOLVED

PROGRAM DETERMINANTS	PROCESS DETERMINANTS	MATERIAL DETERMINANTS
OPPORTUNITIES FOR ACTIVE LEARNING	• PROBLEM SOLVING ABILITY	ADEQUATE RESOURCES
INDIVIDUALIZED PERFORMANCE EXPECTATIONS	IMPROVEMENT OF SCHOOL GOALS	SUPPORTIVE AND EFFICIENT LOGISTICAL SYSTEM
VARIED LEARNING ENVIRONMENTS	• IDENTIFYING AND WORKING WITH CONFLICTS	SUITABILITY OF SCHOOL PLANT
FLEXIBLE CURRICULUM AND EXTRACURRICULAR ACTIVITIES	• EFFECTIVE COMMUNICATIONS	
SUPPORT AND STRUCTURE APPROPRIATE TO LEARNER'S MATURITY	• INVOLVEMENT IN DECISION MAKING	
RULES COOPERATIVELY DETERMINED	• AUTONOMY WITH ACCOUNTABILITY	
VARIED REWARD SYSTEMS	EFFECTIVE TEACHING-LEARNING STRATEGIES	
	• ABILITY TO PLAN FOR THE FUTURE	

Adams City High School, Adams County District 14

Telephone: 289-3111
Superintendent: Dr. J. Roland Ingraham
Principal: Tom Doohan

PROJECT OR ACTIVITY: TEACHER ADVISORY PROGRAM

The Teacher Advisory Program has two components:

-- A counselor/teacher team consisting of one counselor and approximately fifteen teachers. The purpose of the team is to provide counseling training to the teachers and to provide a vehicle of sharing ideas and concerns pertaining to the program.

-- A teacher-advisor system in which each teacher is allotted approximately 20 advisees with whom they meet at least four times a year. The students pick the teacher-advisor they want.

The objectives of the program are:

-- To enable the school staff to be more aware of and responsive to the needs of students.
-- To assist students in accepting responsibility for decisions about their own learning.
-- To provide for at least one (1) adult in the school who knows each student and shares responsibility with him for his learning program.
-- To assist students in building confidence by developing a positive self-image.
-- To form new relationships within the school that promotes a caring, supportive, and problem solving relationship between staff and students that would result in an overall improvement of the school climate.

Outcomes: The response from students and staff to the initial portion of the program implemented in October has been positive. The pre-registration for the second semester was inproved considerably.

CLIMATE DETERMINANTS • INVOLVED

PROGRAM DETERMINANTS	PROCESS DETERMINANTS	MATERIAL DETERMINANTS
OPPORTUNITIES FOR ACTIVE LEARNING	PROBLEM SOLVING ABILITY	ADEQUATE RESOURCES
INDIVIDUALIZED PERFORMANCE EXPECTATIONS	IMPROVEMENT OF SCHOOL GOALS	SUPPORTIVE AND EFFICIENT LOGISTICAL SYSTEM
VARIED LEARNING ENVIRONMENTS	IDENTIFYING AND WORKING WITH CONFLICTS	SUITABILITY OF SCHOOL PLANT
FLEXIBLE CURRICULUM AND EXTRACURRICULAR ACTIVITIES	• EFFECTIVE COMMUNICATIONS	
SUPPORT AND STRUCTURE APPROPRIATE TO LEARNER'S MATURITY	• INVOLVEMENT IN DECISION MAKING	
RULES COOPERATIVELY DETERMINED	• AUTONOMY WITH ACCOUNTABILITY	
VARIED REWARD SYSTEMS	EFFECTIVE TEACHING-LEARNING STRATEGIES	
	ABILITY TO PLAN FOR THE FUTURE	

Adams County School District #12

Telephone: 451-1561

Superintendent: Dr. George W. Bailey

Executive Director of Organizational Development: Dr. Harvie Guest

PROJECT OR ACTIVITY: ADMINISTRATOR IMAGE AUDIT

Acting on the belief that a positive change in the openness and level of trust in a principal should contribute highly to a corresponding change in the climate of the school she/he manages, Adams County conducted the Administrator Image Audit.

Each administrator was placed into a role group: elementary principals, secondary principals, etc. They were then asked to share in writing (anonymously): (1) personal perceptions of the group; (2) perceptions of each of the other groups; (3) the perception she/he believed each of the others held of his/her own group.

Discussions followed which resulted in clarified perceptions of groups and individuals and specific objectives for the improvement of inter-group relationship for the ensuing year.

Outcomes: There has been a decrease in student-teacher conflicts. Curriculum development has gone smoother. Faculty seems more open to change.

CLIMATE DETERMINANTS • INVOLVED

PROGRAM DETERMINANTS	PROCESS DETERMINANTS	MATERIAL DETERMINANTS
• OPPORTUNITIES FOR ACTIVE LEARNING	PROBLEM SOLVING ABILITY	ADEQUATE RESOURCES
• INDIVIDUALIZED PERFORMANCE EXPECTATIONS	IMPROVEMENT OF SCHOOL GOALS	SUPPORTIVE AND EFFICIENT LOGISTICAL SYSTEM
• VARIED LEARNING ENVIRONMENTS	• IDENTIFYING AND WORKING WITH CONFLICTS	SUITABILITY OF SCHOOL PLANT
• FLEXIBLE CURRICULUM AND EXTRACURRICULAR ACTIVITIES	• EFFECTIVE COMMUNICATIONS	
• SUPPORT AND STRUCTURE APPROPRIATE TO LEARNER'S MATURITY	• INVOLVEMENT IN DECISION MAKING	
	• AUTONOMY WITH ACCOUNTABILITY	
• RULES COOPERATIVELY DETERMINED	• EFFECTIVE TEACHING-LEARNING STRATEGIES	
• VARIED REWARD SYSTEMS	ABILITY TO PLAN FOR THE FUTURE	

Alamosa High School, Alamosa School District RE-11J, Alamosa County

Telephone: 589-6696
Superintendent: Dr. Donald E. Merrill
Principal: Ron Hunter

PROJECT OR ACTIVITY: ALTERNATIVES IN EDUCATION

The alternative program was designed to offer students various options to obtain a high school diploma. Curriculum courses were given in the English Language Arts, social studies, math science, and reading in the content areas. In addition to academic development, the curriculum has been expanded to place an emphasis on affectual development, and the use of community resources for learning experiences outside the classroom. Students along with staff, share in all of the decisions directly affecting the students' education to include the operational procedures of the program, what the students study, and how they are to learn the content. Letter grades have been dropped in favor of using a point system for credits. All learning objectives are contracted between the individual student and teacher. The rationale behind this approach is basic. We are attempting to watch learning styles and teaching styles. A hopeful outcome is that students will experience success in academics, involve them in decisions that must be made, and involve them in problem-solving concerning not only academic goals, but personal goals as well. Another objective of the program is to improve the individual attitudes of students toward self, school and community. The students identified for this program were chosen primarily because they were potential or actual high school dropouts, although acceptance of a student into this program is not limited to this criteria. Since the program is optional, students sign a contract to participate in this learning situation. This entry contract was developed by students and teachers. At present there are 38 students involved.

Outcomes: The program was implemented at the start of this school year, so specific measurement of the outcomes is pending a year-end analysis. Various methods of measuring the successes and failures of this program have been developed, to include: academic achievement, attitudinal development, attendance, parent response, and school/community receptiveness.

CLIMATE DETERMINANTS • INVOLVED

PROGRAM DETERMINANTS	PROCESS DETERMINANTS	MATERIAL DETERMINANTS
OPPORTUNITIES FOR ACTIVE LEARNING	PROBLEM SOLVING ABILITY	ADEQUATE RESOURCES
INDIVIDUALIZED PERFORMANCE EXPECTATIONS	IMPROVEMENT OF SCHOOL GOALS	SUPPORTIVE AND EFFICIENT LOGISTICAL SYSTEM
VARIED LEARNING ENVIRONMENTS	• IDENTIFYING AND WORKING WITH CONFLICTS	SUITABILITY OF SCHOOL PLANT
FLEXIBLE CURRICULUM AND EXTRACURRICULAR ACTIVITIES	• EFFECTIVE COMMUNICATIONS	
SUPPORT AND STRUCTURE APPROPRIATE TO LEARNER'S MATURITY	INVOLVEMENT IN DECISION MAKING	
RULES COOPERATIVELY DETERMINED	AUTONOMY WITH ACCOUNTABILITY	
VARIED REWARD SYSTEMS	EFFECTIVE TEACHING-LEARNING STRATEGIES	
	ABILITY TO PLAN FOR THE FUTURE	

Cherry Creek High School, Cherry Creek Dist. 5, Arapahoe County

Telephone: 773-1184

Superintendent: Dr. Richard P. Koeppe

Principal: Henry Cotton

PROJECT OR ACTIVITY: DEANS

Four teachers have been employed as deans of students. These individuals have been employed because of their ability as a teacher and their outstanding relationship with students and faculty. Their responsibilities include the discipline and attendance for approximately 700-750 students. They are situated in each of the four buildings on campus. One assistant principal is responsible for these deans. The counselors work very closely, in a team approach, with the dean. The combination of the Dean, Counselor, and Psychologist offers many options when working with adolescent problems.

Outcomes: Consistency in interpreting school policies and regulations has been attained. Daily attendance has neared the 95% mark.

CLIMATE DETERMINANTS • INVOLVED

PROGRAM DETERMINANTS	PROCESS DETERMINANTS	MATERIAL DETERMINANTS
OPPORTUNITIES FOR ACTIVE LEARNING	PROBLEM SOLVING ABILITY	ADEQUATE RESOURCES
INDIVIDUALIZED PERFORMANCE EXPECTATIONS	IMPROVEMENT OF SCHOOL GOALS	SUPPORTIVE AND EFFICIENT LOGISTICAL SYSTEM
VARIED LEARNING ENVIRONMENTS	• IDENTIFYING AND WORKING WITH CONFLICTS	SUITABILITY OF SCHOOL PLANT
FLEXIBLE CURRICULUM AND EXTRACURRICULAR ACTIVITIES	EFFECTIVE COMMUNICATIONS	
• SUPPORT AND STRUCTURE APPROPRIATE TO LEARNER'S MATURITY	• INVOLVEMENT IN DECISION MAKING	
	AUTONOMY WITH ACCOUNTABILITY	
• RULES COOPERATIVELY DETERMINED	EFFECTIVE TEACHING-LEARNING STRATEGIES	
VARIED REWARD SYSTEMS	• ABILITY TO PLAN FOR THE FUTURE	

Smoky Hill High School, Cherry Creek School District #5, Arapahoe County

Telephone: 693-1700
Superintendent: Dr. Richard P. Koeppe
Principal: Dr. Jim Frenck

PROJECT OR ACTIVITY: VIDEO TAPE: SHAPING STUDENT BEHAVIOR

During 3 hrs/week student behavior is video taped in the halls, lunchroom, library, resource centers, smoking area and school parking lot. These tapes are used to evaluate the quality of life at Smoky Hill.

Outcomes: When a student can see their behavior on tape, the results are dramatic. This process also helps the administration develop programs to more effectively deal with "instant replay."

CLIMATE DETERMINANTS •INVOLVED

PROGRAM DETERMINANTS	PROCESS DETERMINANTS	MATERIAL DETERMINANTS
OPPORTUNITIES FOR ACTIVE LEARNING	PROBLEM SOLVING ABILITY	ADEQUATE RESOURCES
INDIVIDUALIZED PERFORMANCE EXPECTATIONS	IMPROVEMENT OF SCHOOL GOALS	SUPPORTIVE AND EFFICIENT LOGISTICAL SYSTEM
VARIED LEARNING ENVIRONMENTS	IDENTIFYING AND WORKING WITH CONFLICTS	SUITABILITY OF SCHOOL PLANT
FLEXIBLE CURRICULUM AND EXTRACURRICULAR ACTIVITIES	EFFECTIVE COMMUNICATIONS	
SUPPORT AND STRUCTURE APPROPRIATE TO LEARNER'S MATURITY	●INVOLVEMENT IN DECISION MAKING	
RULES COOPERATIVELY DETERMINED	●AUTONOMY WITH ACCOUNTABILITY	
VARIED REWARD SYSTEMS	EFFECTIVE TEACHING-LEARNING STRATEGIES	
	●ABILITY TO PLAN FOR THE FUTURE	

Nevin Platt Junior High School, Boulder Valley School District RE 2

Telephone: 499-6800

Superintendent: Dr. Barnard D. Ryan

Principal: Gary G. Cox

PROJECT OR ACTIVITY: ORGANIZATIONAL DEVELOPMENT PROJECT

Faculty members in 1974 began taking inservice courses in which they learned ways of applying Organization Development (OD) procedures to planning optional programs and improving school climate. In these classes they became a cohesive and effective group for school improvement. They surveyed students, parents, and faculty in Spring 1975 to determine optional program needs and areas in which school improvement needed improving. Students, parents, and faculty continued to participate in the program development process through membership on committees and participation in inservice workshops. The school has also used OD specialists from the district office as consultants to groups of the faculty.

Outcomes: Through the cooperative curriculum development activity a successful 8th grade English and social studies program has been developed.

The OD specialists have helped improve the conduct of meetings, especially in clarifying communication and in setting clear and effective ways of dealing with agenda items. The resulting changes in meeting procedures have promoted more effective use of faculty members' time in meetings and more satisfaction with the conduct and results of meetings.

CLIMATE DETERMINANTS •INVOLVED

PROGRAM DETERMINANTS	PROCESS DETERMINANTS	MATERIAL DETERMINANTS
OPPORTUNITIES FOR ACTIVE LEARNING	• PROBLEM SOLVING ABILITY	ADEQUATE RESOURCES
INDIVIDUALIZED PERFORMANCE EXPECTATIONS	IMPROVEMENT OF SCHOOL GOALS	SUPPORTIVE AND EFFICIENT LOGISTICAL SYSTEM
VARIED LEARNING ENVIRONMENTS	• IDENTIFYING AND WORKING WITH CONFLICTS	SUITABILITY OF SCHOOL PLANT
FLEXIBLE CURRICULUM AND EXTRACURRICULAR ACTIVITIES	• EFFECTIVE COMMUNICATIONS	
SUPPORT AND STRUCTURE APPROPRIATE TO LEARNER'S MATURITY	INVOLVEMENT IN DECISION MAKING	
	AUTONOMY WITH ACCOUNTABILITY	
RULES COOPERATIVELY DETERMINED	EFFECTIVE TEACHING-LEARNING STRATEGIES	
VARIED REWARD SYSTEMS	ABILITY TO PLAN FOR THE FUTURE	

Clear Creek Secondary School, School District RE-1, Clear Creek County

Telephone: 571-1177
Superintendent: Dr. Rodney Bartels
Principal: Richard Ayers

PROJECT OR ACTIVITY: CHILD ASSESSMENT TEAM

The Clear Creek County Child Assessment Team is a group of professional representatives of local social service delivery agencies and organizations who deal directly with children of the county and their families.

Outcome: The purpose of the Team is to: 1) Coordinate agency services to youth and their families through the discussion of resources, roles, and actual cases. 2) Develop guidelines for appropriate referrals from agency to agency. 3) Assist each other in the determination of child abuse and neglect cases and the development of a coordinated and adequate treatment strategy for such families. 4) Coordinate the development of needed programs within respective agencies or in the community. 5) Provide professional peer consultation and support around treatment issues and strategies.

CLIMATE DETERMINANTS •INVOLVED

PROGRAM DETERMINANTS	PROCESS DETERMINANTS	MATERIAL DETERMINANTS
OPPORTUNITIES FOR ACTIVE LEARNING	PROBLEM SOLVING ABILITY	ADEQUATE RESOURCES
INDIVIDUALIZED PERFORMANCE EXPECTATIONS	IMPROVEMENT OF SCHOOL GOALS	SUPPORTIVE AND EFFICIENT LOGISTICAL SYSTEM
VARIED LEARNING ENVIRONMENTS	IDENTIFYING AND WORKING WITH CONFLICTS	SUITABILITY OF SCHOOL PLANT
•FLEXIBLE CURRICULUM AND EXTRACURRICULAR ACTIVITIES	•EFFECTIVE COMMUNICATIONS	
SUPPORT AND STRUCTURE APPROPRIATE TO LEARNER'S MATURITY	INVOLVEMENT IN DECISION MAKING	
RULES COOPERATIVELY DETERMINED	AUTONOMY WITH ACCOUNTABILITY	
VARIED REWARD SYSTEMS	EFFECTIVE TEACHING-LEARNING STRATEGIES	
	ABILITY TO PLAN FOR THE FUTURE	

East High School, Denver District 1

Telephone: 388-5603

Superintendent: Dr. Joseph E. Brzeinski

Principal: John J. Astuno

PROJECT OR ACTIVITY: GUARDIAN ANGEL BREAKFAST

Once every two weeks the Principal (Guardian Angel) invites 15-20 students, two to three teachers, and one to two adults from the community to a breakfast which is prepared and served by the East High Home Economics Class. The purpose of the breakfast is for students to get to know the Principal and what he does, and for the Principal to know a broad sampling of students and get a better feeling of the student pulse at East.

Outcomes: Very entusiastically received by all who have attended. This activity is being broadened to include more students and is in its third year of operation.

CLIMATE DETERMINANTS • INVOLVED

PROGRAM DETERMINANTS	PROCESS DETERMINANTS	MATERIAL DETERMINANTS
OPPORTUNITIES FOR ACTIVE LEARNING	• PROBLEM SOLVING ABILITY	ADEQUATE RESOURCES
• INDIVIDUALIZED PERFORMANCE EXPECTATIONS	IMPROVEMENT OF SCHOOL GOALS	SUPPORTIVE AND EFFICIENT LOGISTICAL SYSTEM
VARIED LEARNING ENVIRONMENTS	• IDENTIFYING AND WORKING WITH CONFLICTS	SUITABILITY OF SCHOOL PLANT
• FLEXIBLE CURRICULUM AND EXTRACURRICULAR ACTIVITIES	• EFFECTIVE COMMUNICATIONS	
• SUPPORT AND STRUCTURE APPROPRIATE TO LEARNER'S MATURITY	• INVOLVEMENT IN DECISION MAKING	
	AUTONOMY WITH ACCOUNTABILITY	
• RULES COOPERATIVELY DETERMINED	• EFFECTIVE TEACHING-LEARNING STRATEGIES	
• VARIED REWARD SYSTEMS	• ABILITY TO PLAN FOR THE FUTURE	

Harrison High School, Harrison District 2, El Paso County

Telephone: 576-1063

Superintendent: Wayne Bricker

Principal: Robert P. Breeden

PROJECT OR ACTIVITY: SCHOOL WITHIN A SCHOOL

The purpose of this project is to decrease alienation among students, faculty, and community at large. The target population is disaffected youth of all ability levels.

Students who volunteer for this program are removed from the normal classroom routine for three hours a day to special area of the high school where they receive individual instruction in social studies, English, mathematics. They are also exposed to various work experiences and group counseling in this "school within a school." For all other high school activities the students are mainstreamed.

As a result of the program students gain motivation, confidence and self-esteem.

Outcomes: School drop-out and truancy rates were decreased. Positive attitudes toward the parents, school, and themselves were developed by students. Many students were able to receive their diploma with their contemporaries. More students were willing to become involved in community activities and projects.

CLIMATE DETERMINANTS •INVOLVED

PROGRAM DETERMINANTS	PROCESS DETERMINANTS	MATERIAL DETERMINANTS
OPPORTUNITIES FOR ACTIVE LEARNING	PROBLEM SOLVING ABILITY	ADEQUATE RESOURCES
INDIVIDUALIZED PERFORMANCE EXPECTATIONS	IMPROVEMENT OF SCHOOL GOALS	● SUPPORTIVE AND EFFICIENT LOGISTICAL SYSTEM
VARIED LEARNING ENVIRONMENTS	IDENTIFYING AND WORKING WITH CONFLICTS	SUITABILITY OF SCHOOL PLANT
FLEXIBLE CURRICULUM AND EXTRACURRICULAR ACTIVITIES	● EFFECTIVE COMMUNICATIONS	
SUPPORT AND STRUCTURE APPROPRIATE TO LEARNER'S MATURITY	● INVOLVEMENT IN DECISION MAKING	
	AUTONOMY WITH ACCOUNTABILITY	
RULES COOPERATIVELY DETERMINED	● EFFECTIVE TEACHING-LEARNING STRATEGIES	
VARIED REWARD SYSTEMS	● ABILITY TO PLAN FOR THE FUTURE	

Harrison High School, Colorado Springs District 2, El Paso County

Telephone: 576-1063

Superintendent: Wayne Bricker

Principal: Robert P. Breeden

PROJECT OR ACTIVITY: STAFF DEVELOPMENT FOR BETTER UNDERSTANDING AND INVOLVEMENT WITH STUDENTS

The staff and administration cooperatively designed a three-year staff development program to promote a more humanistic school climate. Major areas of inservice presently being addressed in one half-day inservice session per month are: evaluation of performance, competency based instruction, cultural and ethical awareness, transactional analysis, prescriptive instruction, and involvement of student government representatives.

Outcomes: A planned program is being carried out. The faculty is aware of new techniques and educational developments. Students are involved in all activities and planning, and mutual repsect among all members of the "school family" is developing. Major changes in teacher and administrator evaluation have occurred along with the emergence of a strong student government.

CLIMATE DETERMINANTS • INVOLVED

PROGRAM DETERMINANTS	PROCESS DETERMINANTS	MATERIAL DETERMINANTS
OPPORTUNITIES FOR ACTIVE LEARNING	● PROBLEM SOLVING ABILITY	ADEQUATE RESOURCES
INDIVIDUALIZED PERFORMANCE EXPECTATIONS	IMPROVEMENT OF SCHOOL GOALS	● SUPPORTIVE AND EFFICIENT LOGISTICAL SYSTEM
VARIED LEARNING ENVIRONMENTS	● IDENTIFYING AND WORKING WITH CONFLICTS	SUITABILITY OF SCHOOL PLANT
FLEXIBLE CURRICULUM AND EXTRACURRICULAR ACTIVITIES	● EFFECTIVE COMMUNICATIONS	
SUPPORT AND STRUCTURE APPROPRIATE TO LEARNER'S MATURITY	● INVOLVEMENT IN DECISION MAKING	
● RULES COOPERATIVELY DETERMINED	AUTONOMY WITH ACCOUNTABILITY	
● VARIED REWARD SYSTEMS	EFFECTIVE TEACHING-LEARNING STRATEGIES	
	● ABILITY TO PLAN FOR THE FUTURE	

Widefield High School, Widefield District 3, El Paso County

Telephone: 392-3427
Superintendent: Dr. James Knox
Principal: F. W. Aspedon

PROJECT OR ACTIVITY: SCHOOL CLIMATE IMPROVEMENT PROJECT

As a result of the local school accountability committee placing school climate improvement as a top priority, students, teachers, counselors, administrators, and support personnel were surveyed as to their perceptions of the school climate. Using the survey results, a school climate profile was drawn, and the following activities were initiated in response to the profile:

1) Inservice programs relating to problem solving, open communication, shared decision making and accountability for population representatives.
2) Visitation by population members to other schools.
3) Media (audio visual and printed) distributed.
4) School newspaper articles (informative, and feature).
5) Student projects relating to improved school climate.
6) Increased teacher and student involvement in the decision making process.
7) Student advice groupings (homerooms) under the supervision of teachers were instituted.
8) Regular, structured meetings of support personnel (teacher aides, custodians and so forth) were commenced.

A form of the CFK Ltd. School Climate Profile was administered to the population in the spring of 1976 for post assessment and summative evaluation.

Outcomes: A post-assessment showed positive climate change as perceived by students and teachers and a somewhat negative perceptual change on the part of administrators, counselors, and support personnel.

CLIMATE DETERMINANTS • INVOLVED

PROGRAM DETERMINANTS	PROCESS DETERMINANTS	MATERIAL DETERMINANTS
OPPORTUNITIES FOR ACTIVE LEARNING	• PROBLEM SOLVING ABILITY	ADEQUATE RESOURCES
INDIVIDUALIZED PERFORMANCE EXPECTATIONS	• IMPROVEMENT OF SCHOOL GOALS	SUPPORTIVE AND EFFICIENT LOGISTICAL SYSTEM
VARIED LEARNING ENVIRONMENTS	• IDENTIFYING AND WORKING WITH CONFLICTS	SUITABILITY OF SCHOOL PLANT
FLEXIBLE CURRICULUM AND EXTRACURRICULAR ACTIVITIES	• EFFECTIVE COMMUNICATIONS	
SUPPORT AND STRUCTURE APPROPRIATE TO LEARNER'S MATURITY	• INVOLVEMENT IN DECISION MAKING	
RULES COOPERATIVELY DETERMINED	• AUTONOMY WITH ACCOUNTABILITY	
VARIED REWARD SYSTEMS	EFFECTIVE TEACHING-LEARNING STRATEGIES	
	• ABILITY TO PLAN FOR THE FUTURE	

Evergreen Senior High School, Jefferson County District 1

Telephone: 674-3341

Superintendent: Gene H. Cosby

Principal: Jerry Crabs

PROJECT OR ACTIVITY: SCHOOL SENATE

A school Senate has been formed to replace the traditional student council. The Senate, comprised of students, parents, teachers and one administrator and chaired by the student body president, is a decision making, policy making group. The students meet three days a week in the Student Government class and the Senate session convenes one day a week for two periods with all representatives in attendance. The Senate has the power to change any school policy not affecting School Board Policy, budget, and/or school credit. The principal may veto any Senate bill. The veto may be overridden by a 2/3 senatorial vote.

Outcomes: As a result of the authority invested in the Senate, we have seen a considerable increase in school and community spirit. Because the students have a real voice in school policy making, they are showing a new interest in making suggestions and are actively involved in seeking ways to improve the school climate. The same is true of the parents.

CLIMATE DETERMINANTS • INVOLVED

PROGRAM DETERMINANTS	PROCESS DETERMINANTS	MATERIAL DETERMINANTS
OPPORTUNITIES FOR ACTIVE LEARNING	PROBLEM SOLVING ABILITY	ADEQUATE RESOURCES
INDIVIDUALIZED PERFORMANCE EXPECTATIONS	IMPROVEMENT OF SCHOOL GOALS	SUPPORTIVE AND EFFICIENT LOGISTICAL SYSTEM
VARIED LEARNING ENVIRONMENTS	• IDENTIFYING AND WORKING WITH CONFLICTS	SUITABILITY OF SCHOOL PLANT
FLEXIBLE CURRICULUM AND EXTRACURRICULAR ACTIVITIES	• EFFECTIVE COMMUNICATIONS	
• SUPPORT AND STRUCTURE APPROPRIATE TO LEARNER'S MATURITY	• INVOLVEMENT IN DECISION MAKING	
	AUTONOMY WITH ACCOUNTABILITY	
• RULES COOPERATIVELY DETERMINED	EFFECTIVE TEACHING-LEARNING STRATEGIES	
VARIED REWARD SYSTEMS	ABILITY TO PLAN FOR THE FUTURE	

Alternative Learning Center, Poudre School District R-1, Larimer County

Telephone: 221-2920
Superintendent: Don L. Webber
Principal: Isabel Starner

PROJECT OR ACTIVITY: GET A HANDLE ON LANGUAGE - AND FLY!

This is a project-oriented English class emphasizing the practical. It is designed to stimulate students who have had a history of failure (experienced in previous high school and junior high school classes). All writing, speaking and grammar skills are centered around high-interest mini-units (1-3 weeks). Students have the opportunity to suggest unit content and direction. Units are: a) Reading and Drawing Plans for a Dream House, b) Study and Evaluation of Antiques, c) Building a Solar Oven, d) Handtools and their Use, e) Lifestyle Assessment, f) How to Communicate with Parents, g) etc.

Outcomes: Students have expressed verbally and in writing that they are retaining more information and getting into the skill work with less anxiety. Pre and post tests bear this out. The most dramatic proof has been a sealed timed-writing done in September 1977 compared to one in January 1978. The improvements were dramatic. The students are more eager to learn. Discipline problems are virtually non-existent.

CLIMATE DETERMINANTS •INVOLVED

PROGRAM DETERMINANTS	PROCESS DETERMINANTS	MATERIAL DETERMINANTS
OPPORTUNITIES FOR ACTIVE LEARNING	PROBLEM SOLVING ABILITY	ADEQUATE RESOURCES
INDIVIDUALIZED PERFORMANCE EXPECTATIONS	IMPROVEMENT OF SCHOOL GOALS	SUPPORTIVE AND EFFICIENT LOGISTICAL SYSTEM
VARIED LEARNING ENVIRONMENTS	IDENTIFYING AND WORKING WITH CONFLICTS	SUITABILITY OF SCHOOL PLANT
FLEXIBLE CURRICULUM AND EXTRACURRICULAR ACTIVITIES	• EFFECTIVE COMMUNICATIONS	
SUPPORT AND STRUCTURE APPROPRIATE TO LEARNER'S MATURITY	• INVOLVEMENT IN DECISION MAKING	
• RULES COOPERATIVELY DETERMINED	AUTONOMY WITH ACCOUNTABILITY	
VARIED REWARD SYSTEMS	EFFECTIVE TEACHING-LEARNING STRATEGIES	
	ABILITY TO PLAN FOR THE FUTURE	

Lamar High School, Lamar District Re-2, Prowers County

Telephone: 336-4357
Superintendent: Dr. John H. Holcomb
Principal: Joe T. Rocco

PROJECT OR ACTIVITY: CLASS DISCUSSION OF SCHOOL REGULATIONS

At the beginning of the school year and whenever new school policies or regulations emerge, the students, during a designated period of the day, review, discuss, and make recommendations on the regulations to a faculty-student-administration school policy group. This process not only increases understanding of school regulations but also increases the degree to which the regulations are observed. This project is in its second year. Twice a year, in the fall and in the spring, students in designated classes discuss discipline and attendance policies with their teachers. This year proposed changes to the policies were discussed. As a result of these discussions some proposed changes were not implemented; others were modified. The results of the discussions are shared by all faculty members in faculty meetings. In this way, student opinion is considered by faculty members as they make decisions regarding school regulations.

Outcomes: Principal Joe Rocco reports that he believes the procedure "definitely has a positive effect on student attitudes towards rules and regulations because the students have had something to say about them." There is less complaining about rules and more pupils are following them. As a result, the number of referrals to the office for infractions of school rules has declined.

CLIMATE DETERMINANTS •INVOLVED		
PROGRAM DETERMINANTS	PROCESS DETERMINANTS	MATERIAL DETERMINANTS
OPPORTUNITIES FOR ACTIVE LEARNING	PROBLEM SOLVING ABILITY	ADEQUATE RESOURCES
INDIVIDUALIZED PERFORMANCE EXPECTATIONS	IMPROVEMENT OF SCHOOL GOALS	SUPPORTIVE AND EFFICIENT LOGISTICAL SYSTEM
VARIED LEARNING ENVIRONMENTS	IDENTIFYING AND WORKING WITH CONFLICTS	SUITABILITY OF SCHOOL PLANT
FLEXIBLE CURRICULUM AND EXTRACURRICULAR ACTIVITIES	•EFFECTIVE COMMUNICATIONS	
•SUPPORT AND STRUCTURE APPROPRIATE TO LEARNER'S MATURITY	INVOLVEMENT IN DECISION MAKING	
	AUTONOMY WITH ACCOUNTABILITY	
RULES COOPERATIVELY DETERMINED	EFFECTIVE TEACHING-LEARNING STRATEGIES	
VARIED REWARD SYSTEMS	ABILITY TO PLAN FOR THE FUTURE	

University High School, University of Northern Colorado Lab School, Weld County

Telephone: 292-0919

Principal: Joe Slobojan

PROJECT OR ACTIVITY: OPEN CAMPUS AND FLEXIBLE SCHEDULING

The Open Campus concept provides the University High School with the flexibility needed for a dynamic student climate. The Open Campus provides the opportunity for the following concepts: 1) a flexible schedule, 2) the development of student maturity through the freedom to be involved in developing many of their learning experiences, 3) Independent Study as well as tutorial learning experiences, 4) a means of providing a meaningful discipline solution to student problems, 5) provides for alternative education.

Outcomes: The Open Campus concept is truly an organizational means of providing the flexibility needed in today's high school. The concept is not geared to lessen the supervisory aspect of administration or teachers, but rather it provides for an environment that tends to develop mature students who are able to deal with the problems of self-motivation and self-determination.

Course 3 - School Climate

Module 3.1 - Defining and Assessing School Climate

Background I-D 3.1.3

Background Materials

Suggestions for Projects

Eugene Howard, in his article "School Climate Improvement," offers nine interesting suggestions for improving and opening up a school's climate. The suggestions are:

1. Deemphasize hierarchy by organizing nonhierarchical teaching teams instead of the hierarchical ones commonly suggested. Further facilitate communications across hierarchical barriers by developing a "flat" organizational plan designed to encourage decentralized decision-making.

2. Decrease the amount of staff time presently invested in snob appeal type activities which emphasize conformity and competition. Increase the amount of staff time devoted to developing activities for pupils who are generally considered "out of it," open the membership on the student council to anyone who has an idea for improving the school and is willing to work on it.

3. Develop projects to include pupils in the evaluation of their own work.

4. Replace the present achievement recognition system with one which emphasizes more immediate and widespread rewards for tasks well done.

5. Form a group to rewrite the school's philosophy statement and its book of rules and regulations so that what the school stands for is understood more clearly by everyone and so that these beliefs are translated into reasonable rules.

6. Revise the school's grading and reporting systems so that it is possible for everyone to feel that he is succeeding every day.

7. Take students and staff members on retreats or form in-school discussion groups designed to foster open communications, mutual respect, and understanding.

8. Form a group of students to make a study of the inconsistencies which exist in the school between what the school's philosophy statement says and the manner in which the school's programs operate.

9. Interview a group of the school's losers and listen carefully to their description of how school affects their attitudes towards themselves and others. Form a task force to do something about at least one of the concerns expressed by the losers' group.

Source: Howard, Eugene R., "School Climate Improvement," Thrust, Association of California Administrators, Vol. III, No. 3, January 1974.

The above list of projects is only suggestive--designed to assist the reader in his understanding of the kinds of innovative practices I am advocating. Such projects are limited in scope. They would, however, modify, at least to a small extent, the climate of the school. Perhaps if a number of smaller projects can be successfully implemented the students and staff can begin to see the value of climate improvement activities and can feel confident enough to launch a comprehensive program designed to modify all of the climate characteristics which have been identified.

Course 3 - School Climate

Module 3.1 - Defining and Assessing School Climate

Background I-D 3.1.4

Background Materials

Improving School Climate

A program developed by: TDR Associates, Inc.
385 Elliot Street
Newton, Massachusetts 02164
(617) 969-0651

TDR Associates, Inc., of Newton, Massachusetts, trains internal student-staff-parent teams to measure and improve school climate, racial climate, and school discipline. Using validated instruments, these teams survey student, staff and parent perceptions of these factors, and develop and implement improvement plans based on the findings. These procedures place the locus of change within a school, and have been followed with consistent success.

It is not always apparent why some schools are orderly, friendly, and serious about learning, while other schools are disorderly, hostile, and disinterested in learning. To some extent, school behavior reflects the larger social crisis; changing values, crime and violence, economic retrenchment, a generalized malaise. Yet some schools do manage to transcend their surroundings by maintaining a climate conducive to teaching and learning. Such schools become communities of their own, places where the ills of the culture-at-large are not the governing factors.

School climate can be improved and maintained at a high level of excellence by giving systematic attention to the following factors, over which schools do have control:

SCHOOL CLIMATE		RACIAL CLIMATE	SCHOOL DISCIPLINE
. Involvement	. Groupings	. Racial Mixing	. Behaviors Toward People
. Accessibility & Receptivity	. Expressiveness	. Racial Fairness	. Behaviors Toward the School
. Learning Orientation	. Goal Direction	. Staff Support for Integration	. Behaviors Toward Self
. Community	. Influence Distribution	. Security	
. Dealing With Problems	. Options	. Staff Modeling	
. Equal Treatment	. Order	. Multicultural Exposure	
	. Challenge		

Each of these factors is related to student learning and social development, racial integration, and staff morale and effectiveness. These factors have been validated by research and practice over the past two decades.

The teams are trained to gather data about the current state of these aspects of the school's life, to interpret that data, and to plan and direct improvements where they are most needed on a continuing basis. It is essential that these stakeholder groups work together, to avoid or break out the circular blaming and polarization that is often found. In this endeavor the teams work in concert with the established governing bodies of the school, such as the administration, and the teacher, student and parent associations. The teams supplement and enrich the ongoing operation, not replace it.

Whether the schools are large or small, or city, suburban or rural, the results are encouraging. Some schools have developed new, participative governance and expanded activities programs. Some schools have been increasing student challenge by raising course and graduation requirements, or increasing school member's involvement and the school's sense of community through expanded activities programs. Other schools are working on raising the achievement levels of students through the use of individual learning contracts, cooperative learning teams, and other such approaches. By the time these student-staff-parent teams reach this stage of prescription, they are ready to continue and expand this process on their own.

By participating in the formulation and operation of new school governance procedures, students, staff and parents share responsibility for control of the school, thus diminishing their feelings of powerlessness, however derived. By improving the school climate factors, an atmosphere that enhances school members' investment in learning and teaching can be maintained. By gearing the curricula

and instruction practices to the variety of student interests and abilities in realistic and challenging ways, the "hope of attainment" necessary for self-discipline can be restored for many previously disruptive students.

That schools can make such improvements, even in current times, has been demonstrated. There is no magic involved. It takes time, patience, determination, skill, and engaging proven step-by-step procedures. The ideal state is never reached; only small, incremental changes that can over time add up to collectively impressive improvements. School discipline, and its companion, hope of attainment, are not completely at the mercy of societal forces. With leadership and nerve, schools can become what one historian has recently called "small communities of competence."

Course 3 - School Climate

Module 3.2 - Stress Assessment and Management

Total Time 1 hour and 30 minutes

Course Agenda by Module

Module Summary

Participants will look at stress as an element of school climate. This module is designed to show that it is normal and reasonable to feel the effects of stress in the school environment and that there are ways of assessing and managing stressors which negatively affect job performance.

Activity/Content Summary	Time
1. Overview of Work Stress Among School Personnel	10 min.
A. Occupational Hazards Leading to Stress Participants identify stressful situations and conditions in their work.	
B. Conditions Leading to Long-Term Stress A number of conditions (including failed public policies; students unwilling to attend school; changes and contradictions in structure, goals, objectives, and rules; inadequate material resources; limited and undefined lines of support; conflicting demands and expectations from constituent groups) can lead to long-term stress.	
C. Comparison Between Teaching and Other High Stress Occupations	
D. Results of Stress Results of stress can be both emotional and physical.	
2. General Identification of Stressors	30 min.
A. Introduction of the Holmes-Rahe Social Readjustment Rating Scale The Holmes-Rahe Social Readjustment Scale, based on research conducted by Dr. Thomas H. Holmes and Dr. Richard H. Rahe over 25 years, lists 43 stress-producing experiences in life.	
B. Completion of the Scale (Optional Activity) Participants complete the Holmes-Rahe Social Readjustment Scale.	

Activity/Content Summary	Time
C. Debriefing (Optional Activity) Participants meet in small groups and discuss their stress ratings.	
D. Reference to Student Stress Students are also under stress in the school environment and training is available for them.	
3. Identification and Alleviation of Stressors in the School Environment	40 min.
A. Identifying Stresses and Strengths Participants list their stresses and strengths.	
B. Comparing Notes Participants re-form their small groups and share their stresses and admitted strengths with each other.	
C. Action Planning Ways of reducing or changing stressors are introduced.	
4. Conclusion	10 min.
Trainer summarizes the session, refers to the topic of student stress, and reviews some considerations in planning to improve the school climate by better management of stress.	

About the Module

Course 3 - School Climate

Module 3.2 - Stress Assessment and Management

Objectives

Participants will be able to--

1. Discuss stress as it applies to school personnel
2. List some sources of school-related stress
3. Identify the stressors that affect job efficiency and functioning
4. Begin developing strategies to prevent or alleviate school stress.

Description of Materials

Transparencies

3.2.1 - 3.2.4	Transparencies support a minilecture on an "Overview of Work Stress Among School Personnel."
3.2.5 - 3.2.9	Transparencies highlight a review of stress reduction and management strategies.

Participant Worksheets

3.2.1	Holmes-Rahe Social Readjustment Rating Scale
3.2.2	Steps to Reduce Stress

Background Materials

3.2.1	Excerpts from "Long-Term Work Stress Among Teachers and Prison Guards"
3.2.2	The Job Related Tension Index
3.2.3	"The Principal's Next Challenge: The Twentieth Century Art of Managing Stress"
3.2.4	"Coping with Stress in 1979"

Resources

R.3.2.1 "Student Stress--Why You're Uptight and What To Do About It"
R.3.2.2 "How to Cope with Stress in the Classroom"

Bibliography

Stress Management

Course 3 - School Climate

Module 3.2 - Stress Assessment and Management

Worksheet I-D 3.2.1

Participant Worksheet

Social Readjustment Rating Scale*

Rank	Life Event in Past Year	Value	Your Score
1.	Death of spouse	100	
2.	Divorce	73	
3.	Marital separation	65	
4.	Jail term	63	
5.	Death of close family member	63	
6.	Personal injury or illness	53	
7.	Marriage	50	
8.	Fired from job	47	
9.	Marital reconciliation	45	
10.	Retirement	45	
11.	Change in health of family member	44	
12.	Pregnancy	40	
13.	Sex difficulties	39	
14.	Gain of new family member	39	
15.	Business readjustment	39	
16.	Change in financial state	38	
17.	Death of close friend	37	
18.	Change to different line of work	36	
19.	Change in number of arguments with spouse	35	
20.	Mortgage over $10,000	31	
21.	Foreclosure of mortgage or loan	30	
22.	Change in responsibilities at work	29	
23.	Son or daughter leaving home	29	
24.	Trouble with in-laws	29	
25.	Outstanding personal achievement	28	
26.	Husband/wife begins or stops work	26	
27.	Begin or end school	26	
28.	Change in living conditions	25	
29.	Revision of personal habits	24	
30.	Trouble with boss	23	
31.	Change in work hours or conditions	20	
32.	Change in residence	20	
33.	Change in schools	20	
34.	Change in recreation	19	
35.	Change in church activities	19	
36.	Change in social activities	18	
37.	Mortgage or loan less than $10,000	17	
38.	Change in sleeping habits	16	
39.	Change in number of family get-togethers	15	
40.	Change in eating habits	15	
41.	Vacation	13	
42.	Christmas	12	
43.	Minor violations of the law	11	

* From Holmes, T.H., & Rahe, R.H., Journal of Psychosomatic Research II(1967): 216, Table III.

Course 3 - School Climate

Module 3.2 - Stress Assessment and Management

Worksheet I-D 3.2.2

Participant Worksheet

Stressor	My Responses to the Stressor			Steps to Reduce Stress
	Emotional	Behavioral	Physical	

Course 3 - School Climate

Module 3.2 - Stress Assessment and Management

Background I-D 3.2.1.

Background Materials

Excerpts from "Long Term Work Stress in Teachers and Prison Guards"

The following are excerpted portions of an article, "Long-Term Work Stress in Teachers and Prison Guards," by Carroll M. Brodsky, M.D. The article, published in the Journal of Occupational Medicine, February 1977, is available in its entirety from the University of California School of Medicine, San Francisco, California 94143

> An increasing number of workers are filing claims alleging that the constant and cumulative stress of their jobs has caused them to become physically or mentally ill and socially disabled. The occupations of teacher and prison guard can serve as models of work environments that have been indicted by these claimants. These occupations are more similar than may appear on first consideration. While teachers are in "education" and prison guards are in "criminology," in a larger perspective both serve as caretakers or custodians of persons who are in their charge not by choice, but by force of law. The resulting relationships between caretakers and their charges are quite similar. Schools have become, in some sense, prisons.
>
> The caretaker in both institutions serves society as a buffer in a setting characterized by conflicting expectations or demands. This position produces tension and illnesses that are in effect occupational hazards. The students or convicts, who may experience the same tensions as the custodians, communicate their distress through passive resistance, passive-aggressive behavior, or threats of violence and physical attack on their caretakers. The need to contain such behavior and the actual danger of physical harm compound the caretaker's discomfort. Frequent changes in organizational structure, in goals and objectives, and in rules make it difficult for teachers and guards to be secure about their own positions.
>
> Contemporary schools and prisons thus represent institutions that are located at a point where public policy and occupational medicine intersect. The mental health of the employees affects the function and welfare of the institutions and their charges, while the culture of the institutions determines the well being of the employees. . . . Until new methods are developed in the fields of education and criminology, society will use those who staff both institutions as buffers between itself and the institutional problems.
>
> The development of new methods is hindered by the fact that society has not really made up its mind how to treat these institutions and the groups they contain. It does not know whether it wants to be kind to children, to educate them to be independent thinkers or merely to train them to fill positions in the economic structure. Because of this indecision, the schools are asked to do all these mutually exclusive things simultaneously. These contradictory expectations place teachers in a very awkward position. They have to keep the children under control but they also have to educate them; they have to teach children

to obey authority unquestioningly but they also have to develop their intellectual independence. Moreover, they often are not given sufficient resource materials and administrative support for any of their roles.

. . . At the same time both schools and prisons are becoming more volatile places, with students and prisoners more often acting out their anger and other pent-up feelings. Teachers and prison guards are the most convenient and visible manifestations of the system against whom these aggressions are directed and so they become the targets for this acting out of feelings.

. . . Finally, teachers and prison guards serve not only as buffers but also as scapegoats. Society cannot easily accept the problems related to change or the failure of the remedies it designs to correct obvious ills in its institutions. Because they are in the position of implementing new policies, many of which are social experiments attempting to render schools and prisons more serviceable to society, teachers and guards are the most convenient focal points for society's blame if the policies are unsuccessful.

Conditions Precipitating Long-Term Stress	
Teachers	Prison Guards
With Charges	
Disorder associated with unruly students	Disorder of uncontrolled and uncontrollable inmates
A single uncontrollable child whom they must keep	A harassing inmate
The threat of violence against them by a student	The threat of violence against them by inmates
The experience of violence against them	The experience (not expecting it) of violence
Their inability to retaliate or punish	Their inability to retaliate or punish in kind
With Co-workers	
Competition for choice slots and assignments	Competition for choice slots and assignments
Personality clashes which would have taken place in any setting	Personality clashes which would have taken place in any setting
Paranoid problems--suspicions of plotting either against self or being accused of plotting against others	Paranoid problems--fear they will not be backed up or protected by their co-workers or that inmates are plotting against them
Belief that they are being excluded	Belief that they are being excluded
With Superiors	
Favoritism	Favoritism
Claims of harassment--pressure to perform--better--differently--criticism--to do things that teacher can't do	Claims of harassment--pressure to perform--better--differently--criticism
Pressure designed to force them to resign or transfer	Pressure designed to force them to resign or ask transfer
Demands for favoritism to certain students	
Changes of assignments--from low duration contact to high duration contact	Changes of assignments--from low duration contact to high duration contact--(with dangerous prisoners)
No backing when problems with parents	No backing when attacked or goaded by inmates
With parents: fear of attack--relentless criticism--uncooperative in disciplining child	With public: problems with visitors, protestors, press, parents

. . . An operational definition [for long-term stress] emerges. [It] involves awareness--the antithesis of smooth, automatic function. Stress is the awareness of awareness, the recognition that one is not functioning automatically, together with the suspense and anxiety that accompany this state. It is the fear that one will never again experience the peace of automatic function. It is the awareness of threat from the outside or turbulence within that was formerly not present. It is anger at those who have caused this pain. . . . We must ask whether such awareness represents illness or health, mental aberration or good sense. We must ask whether we should reinforce it or try to cure it.

Long-term stress is completely different [from short-term stress]. It is neither temporary nor intermittent but arises from structural conditions that have no prospect of termination. Long-term stress causes changes that develop in several stages. First, there is awareness of conflict on the job. Most workers have had conflicts on the job or have been unhappy with certain aspects of their work. Any single problem is usually seen as transient. At some point, the worker begins to believe the problem is not an isolated or transient one but is inherent in the work situation itself, and he sees no hope for change.

. . . Summary of the Process
Long-term stress is present in the work situation when several or all of the following ingredients are present:

1. The job is one in which the goals or objectives are contradictory, lines of support are ill defined, and there is role ambiguity. There is no hope for improvement.
2. Superiors are in much the same position as subordinates.
3. The consumers of the services are uncooperative and unappreciative or actually threaten violence to the worker.
4. A triggering event occurs that makes the worker aware of his vulnerability and at the same time feel isolated.
5. Internal and external forces are present that make it difficult or impossible for the worker to resign.
6. Physical and psychological symptoms appear and progress in severity.

Teachers and prison guards are not the only persons suffering from long-term work stress. The above model pertains to other occupations as well, but is different from that of the pressure experienced, for example, by air traffic controllers. The distressing work relationships that are outlined here represent a condition in which the victim is overwhelmed more by his unhappiness, anger, dissatisfaction, and apprehension than he is by the demand for performance.

. . . One of the needed changes is better managerial practices. This would involve finding ways of taking into account the fragility of people under stress and of being supportive of them while helping them adapt to change. It would require the development of cohesiveness among the affected workers and their colleagues, even though they may be competing with each other for promotions or favored shifts or the like. Part of the problem is that the institutions involved have not been able to develop a balance between prisoners' rights and guards' working conditions, students' rights and teachers' working conditions. At present, administrators seem to avoid these issues simply by picking on the weakest individuals in either group, the very ones who can least tolerate being targets.

Better managerial practices would include methods of early identification of problems so that a teacher or guard who has reached the end of his or her rope can seek help. If the sources of help are institutionalized, workers may be more likely to recognize their own problems and be better able to ask for help without feeling themselves stigmatized as inadequate. In fact, the very establishment of resources should indicate that there is no stigma attached to the need for relief from the stresses of these jobs.

Resources should include specially trained persons who can work with the victims of these systems situationally rather than on the basis of their personalities. Of course, everyone has some personality problems, but the symptoms we have been describing result from the situation in which the workers find themselves. There may be some need in an individual case to consider the person's ways of relating to others in order to understand the way in which the situation has affected him, but the important thing is to deal with the problem in a manner that does not say to the worker, "There is something wrong with you." In fact, there is something wrong with the system, and workers caught in it need the reassurance that it is normal and reasonable to feel the effects of the stress under which they have been placed.

Having recognized the existence of this long-term stress, management should provide ways out for the worker. For some, a sabbatical leave at regular intervals would probably be sufficient to allow them to recover from the immediate effects of stress and be ready to get back on the job with restored equilibrium. For others, the need may be for a change of occupation, and this should be made possible. . . .

Finally, sabbaticals and retraining should not be available only to those who can afford to go without pay for extended periods. When a worker can no longer tolerate the stress of being a social buffer, we should recognize the useful service the worker has given and provide time off with pay for some specified period or provide retraining with pay, with some assurance that there will be job opportunities in the new field. Workers should not have to suffer to the point of developing all the symptoms of long-term stress and becoming disabled before any effort is made to help them. The current system is too costly both to the individual and to society as a whole. Even though sabbaticals or career changes also are costly, they are probably less so and are certainly healthier for all concerned.

Common sense would seem to dictate that workers in stressful occupations be warned about the dangers of their jobs. We insist that those working with radioactive materials or with x-ray machines wear badges that will reveal exposure to excessive radiation. We should inform teachers and prison guards and others who are subject to long-term stress about the early indicators of overexposure. They should be directed to persons who can counsel them and their employers on how to relieve that stress. Symptoms and illnesses that have already developed must be treated. Society, the employer, and the worker all tend to deny long-term stress; we must break through this denial before the stress breaks the worker. Some employers fear that a health education program about the potentially harmful effects of the work will serve to produce disability through suggestion. One cannot discount this possibility, but denial of the risk does not diminish it. Instead it serves to mask working conditions and worker dysfunction that could be remedied.

Course 3 - School Climate

Module 3.2. - Stress Assessment and Management

Background I-D 3.2.2.

Background Materials

The Job Related Tension Index

The following items constitute the index:

1. Feeling that you have too little authority to carry out the responsibilities assigned to you.

2. Being unclear on just what the scope and responsibilities of your job are.

3. Not knowing what opportunities for advancement or promotion exist for you.

4. Feeling that you have too heavy a workload, one that you can't possibly finish during an ordinary workday.

5. Thinking that you'll not be able to satisfy the conflicting demands of various people over you.

6. Feeling that you're not fully qualified to handle your job.

7. Not knowing what your supervisor thinks of you, how he evaluates your performance.

8. The fact that you can't get information needed to carry out your job.

9. Having to decide things that affect the lives of individuals, people that you know.

10. Feeling that you may not be liked and accepted by the people you work with.

11. Feeling unable to influence your immediate superior's decisions and actions that affect you.

12. Not knowing just what the people you work with expect of you.

13. Thinking that the amount of work you have to do may interfere with how well it gets done.

14. Feeling that you have to do things on the job that are against your better judgement.

15. Feeling that your job tends to interfere with your family life.

Responses to items were reported on a simple 5-point Likert scale ranging from never (1) to nearly all the time (5).
(Kahn et al., 1964, pp. 424-425.)

"Role Strain: An Assessment of a Measure and Its Invariance of Factor Structure Across Studies." In Journal of Psychology, June 1978, pp. 321-328, V. 63, No. 3.

Course 3 - School Climate

Module 3.2 - Stress Assessment and Management

Background I-D 3.2.3

Background Materials

The Principal's Next Challenge: The Twentieth Century Art of Managing Stress

Walter H. Gmelch

Stress is a normal condition of living in today's complex society. It is a condition to which the school administrator is not immune. A formula for measuring stress and some strategies for dealing with it are offered here.

PRINCIPALS TODAY ARE faced with more pressure, more aggression, more change, and more conflict than ever before. It is now possible to cram much more into an administrator's day, thanks to computers, intercoms, dictaphones, and other "timesaving" devices which have measurably increased the stress of life.

Good or bad, stress is here to stay; brought to new heights by the twentieth century psyche. Every historic era can be traced by its characteristic ailments: the Middle Ages was dominated by the Great Plague and leprosy; the Renaissance was characterized by syphilis; the Baroque Era was marked by deficiency diseases such as scurvy and luxury diseases such as gout; the Romantic Period was linked with tuberculosis and similar ailments; and the nineteenth century—with its rapid industrialization and the development of cities—brought about general nervousness and neuroses.

Walter H. Gmelch is assistant director and research associate, Field Training and Service Bureau, University of Oregon, Eugene.

Reprinted from the NASSP Bulletin, February 1978

And now we have the twentieth century, where tension headaches, high blood pressure, and peptic ulcers keep pace with the Dow-Jones average, and where the oscillation of the economy can be traced by the ebb and flow of tranquilizer prescriptions (Gasner, 1976).

Why has stress become such a problem in this age of comforts and conveniences? Some believe it is in part a result of a loss of the social and spiritual supports which helped people of earlier times during hardship and suffering (McQuade, 1972); specifically, the loss of religious faith, the deterioration of the family unit, and the constant change and challenges to our traditions and customs.

Change, Stress, and Illness

One of the major factors contributing to our twentieth century stress-diseases is our future-shocked society where people experience too much change in too short a time; where home is a place to leave or a place to keep up with the Joneses; where technology feeds upon knowledge and knowledge expands at a phenomenal rate; and where even friends don't last (Toffler, 1970). While change often brings prosperity, any event that changes one's life pattern or style, according to Holmes and Rahe (1967), also creates stress.

Over a period of 25 years Holmes and Rahe have identified and refined 43 common stress-producing experiences in life, including changes in family, occupation, personal relationships, finance, religion, health, and residence. They associate a weighted number from 100 to 11 with each event, according to its stress-producing potential. Numerous medical studies have indicated that the total number of life change units (LCU's) is predictive of changes in health.

For instance, if a person accumulated between 150 and 199 LCU's last year he may fall into what Holmes and Rahe call a mild life crisis in which there is 37 percent chance of appreciable change in health during the following year. An LCU total of 200 to 299 places one in a moderate life crisis where the odds are 50-50 that changes in health will occur. When the LCU count shoots above 300, 79 percent of the people Holmes and Rahe studied succumed to illness. Thus, chances are four in five that the pace of life the previous year will soon catch up.

The reader may want to look down the list of events in the table, check the events that occurred during the previous year, and add up the total score. However a few points should be kept in mind: first, both pleasant (marriage) and unpleasant (divorce) life events can cause harmful stress; second, no one can escape, nor does anyone necessarily want to escape all these crises, since to some degree stress is life; and, third, due to differing abilities to cope, the same event does not have the same impact on all individuals.

Social Readjustment Rating Scale*

RANK	LIFE EVENT	MEAN VALUE
1	Death of Spouse	100
2	Divorce	73
3	Marital Separation	65
4	Jail Term	63
5	Death of Close Family Member	63
6	Personal Injury or Illness	53
7	Marriage	50
8	Fired at Work	47
9	Marital Reconcilation	45
10	Retirement	45
11	Change in Health of Family Member	44
12	Pregnancy	40
13	Sex Difficulties	39
14	Gain of New Family Member	39
15	Business Readjustment	39
16	Change in Financial State	38
17	Death of Close Friend	37
18	Change to Different Line of Work	36
19	Change in Number of Arguments with Spouse	35
20	Mortgage over $10,000	31
21	Foreclosure of Mortgage or Loan	30
22	Change in Responsibilities at Work	29
23	Son or Daughter Leaving Home	29
24	Trouble with In-Laws	29
25	Outstanding Personal Achievement	28
26	Wife Begins or Stops Work	26
27	Begin or End School	26
28	Change in Living Conditions	25
29	Revision of Personal Habits	24
30	Trouble with Boss	23
31	Change in Work Hours or Conditions	20
32	Change in Residence	20
33	Change in Schools	20
34	Change in Recreation	19
35	Change in Church Activities	19
36	Change in Social Activities	18
37	Mortgage or Loan Less than $10,000	17
38	Change in Sleeping Habits	16
39	Change in Number of Family Get Togethers	15
40	Change in Eating Habits	15
41	Vacation	13
42	Christmas	12
43	Minor Violations of the Law	11

*From Holmes, T. H. & Rahe, R. H., Journal of Psychosomatic Research Volume II, 1967, pp. 216, Table III

What was your score? The Social Readjustment Scale does not mean the same to everyone. According to many scientists the LCU-illness relationship is suspect due to sources of measurement error (selective memory—either for purposes of denial or illness justification), genetic

influences, personal perceptions as to what is truly stressful, and differences in our abilities to cope (Rabkin and Struening, 1976).

Your score should be used as an indicator that maybe something should be done to alleviate or postpone any major events contemplated for the future. Adaptive energy is depleted when individuals have to cope with several stress-producing events during the same year. Since the store of energy from which to respond to these situations is finite, the LCU total generally indicates the amount of energy used up in a year coping with the total life changes.

Some people are more susceptible to changes, stress, and illness than others. For example, what about the principal who, due to outstanding performance (28 LCU's) was offered a superintendent position (36 LCU's) with new job responsibilities (29 LCU's) and a large salary increase (38 LCU's). This promotion may have also precipitated moving into a new area (20 LCU's), buying a new home (30 LCU's) with a large mortgage (31 LCU's), and many changes in living conditions (25 LCU's) and social (18 LCU's), church (19 LCU's) and recreational activities (19 LCU's). At this point the needle has already moved into the danger zone (296 LCU's). To this add a particularly stressful vacation and our principal-superintendent may be in for a serious change in health.

Does this all sound a little far fetched? Not so. In a recent query of administrators new to their positions this year, 70 percent have already reached the moderate to major life crisis state. In fact, one colleague in his second year of administration racked up 547 LCU's last year. Have they all fallen ill? No, not categorically, but those with less ability to cope with stress are cognizant that although they may not be able to control all events, this year may not be the best time to consider other major changes in their lives.

Still not accounted for is the everyday sensory bombardment principals subject themselves to by reading sensationalized newspapers, watching violence on television, and breathing polluted air. In sum, everyone, to some extent, is caught in a great paradox. Life depends on growth, growth creates change, change consumes our adaptive energy, energy is finite, and when energy is exhausted we fall ill. To eliminate change would be to eliminate self-development and life, for change is not necessary to life, it is life.

How To Cope with Stress

The search for coping methods usually begins with consulting the experts in the field. When we have a problem with our child we read Spock, our love life, we read Fromm, and our stress life, we read Friedman (1974). After all, don't we expect Dr. Spock to be a good father, Dr. Fromm to be a

good lover, and Dr. Friedman to behave like a relaxing Type B? Unfortunately, experts tend to write about their hang-ups as consistently as we consult them about ours.

There are no simple solutions to the problems created by undue stress. What we read, experience, and try all provide helpful insights. The real ability to cope is a very personal matter. What works best for many may not be the answer for all. Some research efforts have been made to dichotomize coping into effective and ineffective techniques (Howard, Rechnitzer, and Cunningham, 1975). Such normative distinctions, however, tend to view a very complex process too superficially or simplistically.

To end the discussion by saying there are no recognized coping techniques applicable to almost all would be misleading and unjust. A few methods which should be helpful to principals are briefly outlined below.

Learn to cope with stress through managing time.

Of the stress faced by administrators none is so pervasive as the stress of time. Setting aside time daily for the organization and planning of tasks helps to substitute the fragmented administrative life with "blocked-off" periods for contemplative thought and rational problem solving. Other techniques can also be helpful in controlling the open door paradox, constant telephone interruptions, and drop-in visitors.

Manage by objectives, not by the obvious.

Establishing clear, detailed objectives helps to eradicate many of the ambiguities of the principalship and eliminates confusion by giving a definite sense of direction. The day will not be muddled through haphazardly if the principal prioritizes objectives daily so important issues are addressed first. While objectives can reduce needless tension, the timelines and due dates of goals also create strain. Hopefully, a system of objectives will replace anxiety created by unplanned activities with "constructive" tension.

Build mini-vacations into the day.

While taking time off for physical sickness is considered appropriate, people never seem to find the time or reason to rest from mental fatigue or stress attacks. The need for relief may not always coincide with the 10:00 a.m. coffee break or the TGIF parties. Rest is needed during the day or week, although this may seem absurd to the 65-hour, seven-working-day-a-week person.

Breaking the daily routine with a midday walk to clear the mind, a change in lunch schedules, a chat on the phone with spouse and children, and a stroll through a nearby library or museum are healthy means of breaking the eight-to-five stress cycle. Dr. Stern suggests taking a mini-

vacation in your mind while sitting at your desk by means of "meto imagery" or the constructive art of daydreaming and fantasizing (Howard, Rechnitzer, and Cunningham, 1976). By recreating pleasurable memories and recalling them at times of duress, pulse rate, adrenalin flow, and blood pressure all decrease. Everyone needs a tension reliever now and then whether by daydreaming or strolling. Those who see the mini vacation as a waste of time are usually those most in need of help.

Re-educate the school in the art of coping.

In assisting people to accept and carry out the challenges of education, principals must accept the responsibility for minimizing the incidents of stress on others and training them to cope with the tensions of the job. The purpose of training would be to modify and augment employee's awareness and response repertoire. Ruddock (1972) points out: "If under stress, a [person] goes all to pieces, [he] will probably be told to pull [himself] together. It would be more effective to help [him] identify the pieces and understand why they have come apart."

A stress for which an employee is adequately prepared causes normal tension and a desire for action. But, how does a principal prepare staff members when he isn't equipped himself? Perhaps this is an area which should be delegated to inservice for assistance. Several national centers such as the Menninger Foundation and New York City's Strange Clinic and Stress Control Center in addition to local stress clinics have been specifically designed for preventive medicine and anxiety training.

Know the limitations of administration.

Few principals know their own limitations, which is why so few people live long enough to happily reminisce about past accomplishments. Principals need to learn to accept the fact that administration has its limitations. Changes cannot be made over night, and some changes cannot be made at all. Many circumstances are beyond their control. As the age old adage suggests, we should seek:

The courage to change
the things we can,
The serenity to accept
those we cannot,
And the wisdom
to know the difference.

Knowing what can be done in a set amount of time reduces the uncertainty of tasks and the stressfulness of the job. Instead of recognizing Murphy's Second Law (everything takes longer than you think), managers

generally attempt too much for too many people with unrealistic time estimates (Mackenzie, 1975). Any one of a number of reasons may contribute to this: lack of planning, over sense of responsibility, inability to set priorities, high need for achievement, and misunderstanding of job responsibilities. What probably needs to be done is to promise a little bit less than one believes can be achieved.

The principal, like Caesar, tries to be all things to all people. He should be re-educated in the discipline of humanology: the art of measuring the physical and psychological limitations and capabilities of people (Page, 1966). Only through planned self-analysis can he have any hope of reducing stress. Looking back at past experiences he needs to get in touch with what was done well, what not so well, what was frustrating, what was fun, what was challenging, what was boring, what created tension, and what provided fulfillment. From such retrospection many latent talents may be rediscovered as well as limitations unveiled. The new awareness will allow concentration on capabilities and delegation of limitations to those more qualified. If a principal is weak in curriculum development, he should admit such shortcomings and hire a vice-principal who is strong in that area.

Establish and update life goals.

Whether in business, industry, government, or education, almost all organizations emphasize the importance of management by objectives (MBO). But how many "live by objectives" (LBO)? Many states mandate school boards to establish goals for their districts. Surprisingly, few of the districts' leaders and managers have done so themselves.

Delinquency in self-management contributes to the fact that half of all working people are unhappy with their careers. They discover too late that a change was needed long ago, when there is neither the time nor energy to undertake a redirection. Even in their early 30s, for example, many professionals are starting to question whether they are in the right place and don't know if their upward striving was worth it or not. More tragic are the accounts of principals led to pastures without any retirement programs to sustain their vitality and interest. A little poem expresses this point so well:

If you hold your nose to the grindstone rough,
And hold it down there long enough,

You'll soon forget there are such things
As brooks that babble and birds that sing!

These three things will your world compose,
Just you, and a stone, and your darn old nose!

If I had life to live over, I'd pick more daisies.

Principals should pick daisies before they start pushing them up.

The coping strategies outlined are only an introduction. Others can be cited and should be explored. It is up to each principal to determine which strategy or combination of activities will provide the most effective daily defense against tensions and frustrations. If this article has succeeded in stimulating awareness and thoughts on stress, the mission has been accomplished.

References

Friedman, M., and Rosenman, R. H. *Type A Behavior and Your Heart*. New York: Alfred A. Knopf, 1974.

Gasner, D. "Is the Office Ruining Your Health?" Mainliner (1976): 43-45.

Holmes, T. H., and Rahe, R. H. *Journal of Psychosomatic Research* 11 (1967): 213-218.

Howard, J. H.; Rechnitzer, P. A.; and Cunningham, D. A. "Coping with Job Tension—Effective and Ineffective Methods" *Public, Personnel Management* 4 (1975): 317-326.

———. "Take a Mini-Vacation in Your Mind." *Executive Fitness Newsletter* 7 (1976): 2.

Lamott, K. *Escape From Stress*. New York: Berkeley Medallion Books, 1975.

Mackenzie, A. *The Time Trap*. New York: McGraw-Hill, 1975.

McQuade, W. "What Stress Can Do to You." *Fortune*. January 1972.

Page, R. C. *How to Lick Executive Stress*. New York: Simon and Schuster, 1966.

Rabkin, J. G., and Struening E. L. "Life Events, Stress, and Illness." *Science*, December 3, 1976.

Ruddock, R. *Six Approaches to the Person*. Boston: Routledge and K. Paul, 1972.

Toffler, A. *Future Shock*. New York: Random House, Inc., 1970.

National Student Volunteer Program

Looking for information and assistance regarding high school student volunteer programs? If so, write to the National Student Volunteer Program, one program of ACTION, the federal agency for volunteer service.

NSVP offers publications, training seminars, and consultation for high school teachers and administrators involved in planning or managing student volunteer or service-learning programs.

Eight tuition-free training seminars are being offered this year. Transportation and living expenses are the only costs to participants.

For the dates and locations of the seminars, write: National Student Volunteer Program, 806 Connecticut Ave., N.W., Washington, D.C., 20525, or call toll free (800) 424-8580. If in the Washington area, call (202) 254-8370.

Course 3 - School Climate

Module 3.2 - Stress Assessment and Management

Background I-D 3.2.4

Background Materials

Background material is attached.

Source: Dr. Hans Selye, published in the Information Please Almanac, 1979 edition

Coping With Stress in 1979

Hans Selye, C.C., M.D., Ph.D., D.Sc.

One of the pioneers of modern medicine, Dr. Hans Selye is world-famous for his discoveries about stress. His research has opened new avenues of treatment through the discovery that hormones participate in the development of many maladies that he calls "diseases of adaptation" or "stress diseases." Now President of the International Institute of Stress in Montreal, he was Director of the Institute of Experimental Medicine and Surgery of the University of Montreal from 1945 to 1976. Dr. Selye is the author of 38 books and 1600 articles, a Fellow of the Royal Society of Canada, and an Honorary Fellow of 43 other scientific societies around the world. The recipient of numerous awards for his contributions to science, he was invested Companion of the Order of Canada, the highest decoration awarded by his country, in 1968.

In his overview on general medicine for the previous edition of this Almanac, Dr. Baruch S. Blumberg said "perhaps the most striking recent advance in medicine has been the growing realization that much of the responsibility for health must now be assumed by the people themselves. . . . In a recent national health survey, it was noted that most current illness in the United States is a consequence of the unhealthy habits of the patients."

This is particularly true of the methods designed to cope with the stress of daily life. As the president of the Rockefeller Foundation, Dr. John H. Knowles, pointed out in his remarkable book on health in the United States, *Doing Better and Feeling Worse*, we are doing better in the conquest of contagious diseases, infant mortality, and the development of technologies that extend life. Expenditures for health care in the United States have tripled in 10 years from $39 billion in 1965 to $119 billion in 1975, and yet most people are not happier and do not feel better. "The point is," he says, "most of the bad things that happen to people are at present beyond the reach of medicine." But he was careful to emphasize that they are *not* beyond the reach of individuals who try to supplement what medicine has to offer by taking the time and trouble necessary to learn how they can help themselves.

Of course, inevitably we will profit from the enormous progress made in the recognition and treatment of identifiable diseases of the body by modern medicine and surgery, but this is not enough. Now, the greatest challenge faced by the healing professions is to teach people how to live in a way that satisfies them without hurting others. I believe we can achieve this most effectively through the development of a code of behavior that assists us in coping with the stress of life in our increasingly "civilized" world.

I admit that I am prejudiced in favor of stress research, for I have worked in this area ever since I wrote the first paper on the stress syndrome in 1936. Then, I tried to demonstrate that stress is not a vague concept, somehow related to the decline in the influence of traditional codes of behavior, dissatisfaction with the world, or the rising cost of living. Rather, it is a clearly definable biological and medical phenomenon whose mechanisms can be objectively identified and with which we can cope much better once we know where the trouble lies.

Today, everyone talks about stress, but only a few people know exactly what it is. It is hard to read a newspaper or watch a television program without hearing about stress, and literally hundreds of people now lecture and write about it. They are ever ready to give advice, usually based on the teachings of an Eastern guru or Western "stressologist"—advice that works well just as long as one has absolute faith in the master's divine infallibility.

Far be it from me to suggest that such teaching has nothing to offer, but not all of us can be helped by the same teacher, and there are so many of them around that you could spend your entire life shopping for one that suits you. In any event, if you *do* succeed in finding such a "healer," you may still lose faith in what you originally thought was the creed that perfectly suited your needs, or you may "just not have the time" to follow the recommended prescription—which is another way of saying that you no longer believe it to be the best and shortest way to happiness.

There *are* alternatives. During recent years, considerable progress has been made in comprehending and controlling stress through classical scientific techniques. The results are of immense practical value for further improving the understanding of stress mechanisms by scientists, and for the treatment of certain stress-induced derangements by competent physicians.

Clearly, since 1936 a great deal of progress has been made in identifying the mechanisms of stress-induced bodily responses. At first, we knew only that they are not sudden, momentary changes provoked by nervous tension but rather non-specific, adaptive responses to the need for coping with demands of any kind, be they psychic (fear, frustration, pain, grief, job pressures, marital discord) or somatic (surgical operations, burns, loss of blood). Of course, bodily injuries also cause psychic arousal and excitement; nevertheless, the *actual, measurable* changes characteristic of stress as such are obvious, even in deeply anesthetized patients or experimental animals which are not conscious of any potentially painful or threatening situation.

However, if the troublesome "stressors" (stress-producing agents) last for weeks, months, or years, these adaptive reactions progress from the first stage of *general alarm* (so termed because it was visualized as a "call to arms" of all defense mechanisms) to the stage of *resistance*, during which we learn to deal better with the demands made upon us. The bodily expressions of exposure to stress —the visible organ changes or measurable alterations in the stress hormone content of our blood—tend to disappear. Yet our adaptability (or adaptation energy) is not infinite. Everyone breaks down sooner or later, depending upon his or her innate resistance and the intensity of the stress situation itself. If breakdown occurs, the stage of *exhaustion* is reached, the final breakdown which ends in death. This entire three-stage response to stressful situations has been called the *general adaptation syndrome* (G.A.S.).

It was clear from the outset that hormones, especially those of the pituitary (hypophysis) and the adrenals, play an important role in this response. If these glands are removed in experimental animals, or if excessive stress occurs in a person whose pituitary or adrenals have been incapacitated, the whole reaction is totally deranged and adaptation enormously diminished.

It was also clear that the nervous system plays a role, especially by starting the whole chain of events, because the pituitary receives its impulses almost exclusively from the base of the brain (hypothalamus) to which it is attached. However, both nerves and blood vessels descend to the pituitary through its stalk, and much more work was necessary in subsequent years to prove that if you cut the stalk, the adaptive mechanism is deranged almost as much as if you remove the pituitary entirely.

From the practical point of view, perhaps the most important subsequent observations were made during the 1940s. It was found that if the organs involved in resistance to stress are malfunctioning, diseases develop. These maladies are not so much due to what happens to us but to our inability to adapt, and they have therefore been called "diseases of adaptation." The most common among them are peptic ulcers in the stomach and upper intestine, high blood pressure, heart accidents, and nervous disturbances. Of course, any event makes demands upon us and, hence, causes some stress, but it is only people who cannot cope, either because of innate defects or lack of knowledge, who develop stress diseases.

We must also distinguish between the stress-producing agents (or stressors) that cause suffering or distress and the events that we appraise as pleasant because they give us satisfaction and happiness. (You also have to adapt yourself to the unexpected news of suddenly having become a multimillionaire or having found the girl you always dreamed of). They produce what we technically call *eustress* (*eu* = good, pleasant, as in euphonia, euphoria). Curiously, eustress rarely causes maladies and often actually counteracts the bad effects of distress. There are cases on record where people have died suddenly when faced with the news of a particularly pleasant, unexpected event; as a rule, however, the damage caused by eustress is negligible. After all, pleasure and satisfaction are what we want in life.

In this short essay, it is impossible to give a meaningful sketch of all that has been learned about the structure of stress hormones, the nerve pathways involved, the

medicines that have been developed to combat stress, and the diagnostic aids that this approach has offered. Nevertheless, the medical, chemical or microscopic approach to the problem has been extremely fruitful.

Since the very first description of the G.A.S.—general adaptation syndrome—the most important single discovery was made only recently. It showed that the brain produces certain simple chemical substances closely related to the adrenal-stimulating or adrenocorticotrophic hormone (ACTH). These substances have morphine-like, pain-killing properties, and since they come from the inside *(endo)*, they have been called *endorphins*. (I am especially proud that one of my former students, Dr. Roger Guillemin, was one of the three American scientists who shared the 1977 Nobel Prize for this remarkable discovery, although it was made quite independently of me at the Salk Institute.) The endorphins have opened up an entirely new field in medicine, particularly in stress research. Not only do they have anti-stress effects as pain-killers, but they also probably play an important role in the transmission of the alarm signal from the brain to the pituitary, and their concentration is especially high in the pituitary itself.

Significant breakthroughs have also been made with the discovery of tranquilizers and psychotherapeutic chemicals to combat mental diseases. These have reduced the number of institutionalized mental patients to an unprecedented low. Also worth mentioning are the enormously potent anti-ulcer drugs that block the pathways through which stress ulcers are produced.

However, all these purely medical discoveries are applicable only by physicians, and the general public cannot use them in daily life without constant medical supervision. Furthermore, most of these agents are not actually directed against stress but rather against some of its morbid manifestations (ulcers, high blood pressure, heart accidents). Therefore, increasing attention has been given to the development of psychological techniques and behavioral codes that anybody can use after suitable instruction to adjust to the particular demands made by his life.

Among these *not* strictly medical approaches are the *relaxation techniques*. We should spend a little time each day at complete rest, with our eyes closed, our muscles relaxed, breathing regularly and repeating words that are either meaningless or heard so often that they merely help us not think of anything in particular. This is the basis of transcendental meditation, Benson's relaxation technique, and an infinite variety of other procedures. They have been given to us by religion, from the most ancient faiths up to the Eastern sages and contemporary theologies, and include reciting the litany or standard prayers in the quiet and elevating atmosphere of a house of worship, with tranquilizing music. These practices should not be underestimated merely because science cannot explain them; they have worked for so long and in so many forms that we must respect them.

More recently, *biofeedback* has added a great deal to the psychological approach. A number of highly sophisticated instruments have been developed that inform us constantly about changes characteristic of stress, for example, blood pressure, pulse rate, body temperature, and even electrical brain waves. We do not yet have a scientific explanation for biofeedback, but if you learn to identify, instinctively or through instrumentation, when you are under stress, you can automatically avoid, or at least reduce, it.

Of course, the most important thing we must do is to live happily, and so each of us needs to develop a code of behavior that helps to achieve this. It will never be possible to discover a code or philosophy of conduct equally applicable to everybody. Any code has to be adjusted to the person involved, for we are all different.

After 40 years of research in laboratories and clinics, scientists have found enough evidence to justify trying to develop a code of behavior based only on the laws of Nature. These laws are eternal and applicable to everybody regardless of race, sex, religion, or national and political loyalties. They are equally applicable to everybody because all of us are products of Nature. They are also eternal. Water boils at 100°C at sea level; it always has and always will. These laws apply to body and mind, but we need much more scientific work to learn how to apply them in daily life and to make them easily understandable to everyone.

After four decades of clinical and laboratory research, I would to summarize the most important principles briefly as follows:

1. *Find your own stress level*—the speed at which you can run toward your own goal. Make sure that both the stress level and the goal are really your own, and not imposed upon you by society, for only you yourself can know what you want and how fast you can accomplish it. There is no point in forcing a turtle to run like a racehorse or preventing a racehorse from running faster than a turtle because of some "moral obligation." The same is true of people.
2. *Be an altruistic egoist.* Do not try to suppress the natural instinct of all living beings to look after themselves first. Yet the wish to be of some use, to do some good to others, is also natural. We are social beings, and everybody wants somehow to earn respect and gratitude. You must be useful to others. This gives you the greatest degree of safety, because no one wishes to destroy a person who is useful.
3. *Earn they neighbor's love.* This is a contemporary modification of the maxim "Love thy neighbor as thyself." It recognizes that all neighbors are not lovable and that it is impossible to love on command.

In my first book for the layman, I tried to condense several thousand scientific articles and two dozen books into 324 pages—which may still have been too long and too technical. Perhaps two short lines can summarize what I have discovered from all my though and research:

Fight for *your* highest *attainable* aim,
but do not put up resistance in vain.

Resources/ Bibliography

Course 3 - School Climate

Module 3.2 - Stress Assessment and Management

Stress Management Bibliography

Appley, M.H., and Trumbull, R., eds. Psychological Stress: Issues in Research. New York: Appleton-Century-Crofts, 1967.
Conference on psychological stress, York University, Toronto, Canada, with the participation of numerous specialists who gave papers on the technical aspects of the G.A.S. in relation to psychosomatic medicine.

Baron, R.A. The Tyranny of Noise. New York: Harper and Row, Publishers, 1971.
An easily understandable summary of the price you pay for the stressor effect of various types of noise characteristics of our civilization. Statistics on noise in terms of health and dollars.

Benson, H. "Your innate asset for combating stress." Harvard Business Review, July-August, 1974, 49-60.
Detailed description of the "relaxation response" as a prophylactic measure, especially against the stress of modern executive life. The technique involves relaxing in a comfortable position, and repeating silently, or in a low gentle tone, a single-syllable sound or word. It is suggested that relaxation response be induced once or twice daily for about twenty to thirty minutes.

Benson, H., Beary, J.F., and Carol, M.P. "The Relaxation Response". Psychiatry 37, 1974: 37-46.
Various self-induced states of altered consciousness are reviewed as potential anti-stress measures. They involve Transcendental Meditation, Zen, Subui, Hare Krishna, Shintoism, and other religious practices.

Blythe, P. Stress Disease: The Growing Plague. New York: St. Martin's Press, 1973.
A very readable description of the role of stress in various diseases as well as in interpersonal relations, particularly family difficulties and social habits.

Broadbent: D.E. Decision and Stress. New York: Academic Press, 1971.
This book focuses on the relationship of decisionmaking and stress and includes a chapter on "the arousal theory of stress."

Cannon, W.B. Bodily Changes in Pain, Hunger, Fear, and Rage. (2nd ed.) Boston: Charles T. Branford Co., 1953.
Excellent summary of the author's classic observations on the somatic manifestations of acute emotions, particularly with regard to the effect of fear, rage, hunger and thirst on the sympathetic nervous system and adrenaline secretion.

Dohrenwend, B.S. "Life Events as Stressors: A Methodological Inquiry." Journal of Health Social Behavior: 14 (1973): 167-175.

Stressfulness is conceived as life changes rather than judged by extensive statistical studies

Hansen, P.A. Creative Stress Management, Longmont, Colorado: Programs in Communications Press, 1977.

An innovative stress management training manual. The five major areas of focus are: understanding stress, stress management, creative use of stress energy, stress reduction, and stress and one's inner world.

Holmes, T.H., and Rahe, R.H. "The Social Readjustment Rating Scale." Journal of Psychosomatic Research 11 (1967: 213-218.

The article discusses the development and use of the social readjustment rating scale. The social readjustment rating scale is presented.

Jacobsen, E. Progressive Relaxation. Chicago: The University of Chicago Press, 1929.

The book describes in detail the process of progressive relaxation.

Janis, I.L., and Mann, L.M. Decision Making: A Psychological Analysis of Conflict, Choice and Commitment. New York: The Free Press, 1977.

An excellent examination of the conflict which occurs when one makes a decision. The book provides a comprehensive descriptive theory of how people actually cope with decisional conflicts. The book describes five coping patterns.

Kennedy, J.A. Relax and Live. Englewood Cliffs, N.J.: Prentice Hall, Inc. 1953.

Notes on how to relax and avoid disease, given in lay language. One section is devoted to the relationship between aging and the G.A.S.

Kleinsorge, H., and Klumbies, G. Technique of Relaxation. Bristol: John Wright and Sons, Ltd., 1964.

This book is a practical tool to train persons to relax. It provides a self-relaxation program. The book also includes a record to help you relax.

Kraus, E. Backaches, Stress and Tension: Their Causes, Prevention and Treatment. New York: Simon and Schuster, Inc. 1965.

Well-illustrated book on the role of stress in causing backaches, with advice concerning physical therapy--mainly exercise--to combat this complication.

Lange, R., and Lufkin, B. Anxiety and Tension Control. Philadelphia: J.B. Lippincott, Co., 1964.
The book presents several tension control methods which an individual may use. Illustrations are used.

Lazarus, R.D. Psychological Stress and the Coping Process. New York: McGraw-Hill Book Company, 1966.
Detailed and very competent discussion of stress in relation to psychology, with special reference to the problem of coping with threatening situations. Correlations between the adaptive mechanisms of the CNS and the G.A.S. are given good attention.

Levi, L. Stress: Sources, Management and Prevention. New York: Liveright Publishing Corporation, 1967.
A readable volume on the sources, management and prevention of distress, emphasizing both the medical and psychological aspects of everyday experiences.

McQuade, W., and Aikman, A., Stress: What It Is: What It Can Do to Your Health; How To Fight Back. New York: E.P. Dulton and Co., Inc., 1974.
Monograph on stress with a brief chapter on the underlying mechanisms and many examples of stress and the diseases of adaptation as they appear in everyday life.

Nottidge, P., and Lamplugh, D. Stress and Overstress. London: Angus and Robertson, 1974.
The book presents a layman's view of stress. It provides examples and hints which people may use to recognize stress factors in their lives. The book also includes a program of exercises specifically to aid relaxation and relieve stress.

Selye, H. The Stress of Life. New York: McGraw-Hill Company, 1956.
This book addresses five major areas: the discovery of stress, the dissection of stress; the diseases of adaptation; and sketch for a unified stress theory; and implications and applications of stress. The book is written in medical, technical terms.

Tanner, O. Stress. New York: Time-Life Books, 1977.
An examination of stress for the everyday person. The discussion is basic and clear. Provides excellent example and illustrations of stress and how it affects people.

Torrance, E.P. Constructive Behavior: Stress Personality, and Mental Health. Belmont, Calif.,: Wadsworth, 1965.
Monograph on the psychological implications of the G.A.S., with reference to performance and the development of a healthy personality. Particular chapters are devoted to constructive responses to stress, personality resources which help such responses, how groups cope with stress, and individual resources and strategies in coping with stress.

Wolff, H.G. Stress and Disease, Springfield, Illinois: Charles C. Thomas Publishing Co., 1968.

The book emphasizes protective adaptive reactions, which can play a decisive role in the resistance of man to the common tensions of modern life. Special sections are devoted to "stress interviews" and the part played by stress in headache, migraine, and respiratory cardio-vasculary and digestive diseases, in relation to social adjustment and a healthy philosophy of life.

Schafer, Walt. Stress, Distress and Growth. Davis, Calif.: International Dialogue Press, 1978.

Suitable for adults and students in high school and college. A workbook is also available from the publisher and is particularly useful if the book is used as a course text.

References

Arnold, M.B. Emotions and Personality, Vol. 1 New York: Columbia University Press, 1960.

Brown, G.W. and Birley, J.L.T. "Crises and Life Changes and the Onset of Schizophrenia". Journal of Health and Social Behavior, 1968 9, 203-214.

Cannon, W.B. Bodily Changes in Pain, Hunger, Fear, and Rage. New York: D. Appleton and Company, 1929.

Cofer, C.N. and Appley, M.H. Motivation: Theory and Research. New York: D. Appleton and Company, 1964.

Hansen, P.A. Creative Stress Management. Longmont, Colorado: Programs in Communications Press, 1977.

Holmes, T.S. "Adaptive Behavior and Health Change". Medical Thesis, University of Washington, Seattle, 1970.

Holmes, T.H. "Life Change and Illness Susceptibility". In, Dohrenwend and Dohrenwend (EDS.), Stressful Life Events. John Wiley and Sons, 1974.

Holmes, T.H. and Rahe, R.H. "The Social Readjustment Rating Scale". Journal of Psychosomatic Research,1967, 11, 213-218.

Lazarus, R.S. Psychological Stress and the Coping Process. New York: McGraw-Hill Book Company, 1966.

Meyer, A. "The Life Chart and the Obligation of Specifying Positive Data in Psychopathological Diagnosis." In E.E. Winters (Ed.), The Collected Papers of Adolf Meyer, Vol. III, Medical Teaching. Baltimore: The Johns Hopkins Press, 1951, pp. 52-56.

Rivers, L.W. Stress Related Disorders in Urban Black Families. Unpublished work, 1977.

Selye, H. The Stress of Life. New York: McGraw-Hill Book Company, 1956.

Selye, H. Stress Without Distress. New York: Signet Book Company, 1974.

Tanner, C. Stress. New York: Time-Life Books, 1977.

Wolff, H.G. et al (Eds.). Life Stress and Bodily Disease. Baltimore: The Williams and Wilkins Company, 1956.

Course Agenda by Module

Course 3 - School Climate

Module 3.3 - Student Involvement in School Processes and Programs

Total Time 1 hour and 15 minutes

Module Summary

The module provides participants a rationale for involving students in responsible and challenging direct action as a means of increasing self-esteem and competency and with a resulting decrease in violent antisocial behavior. Various student involvement and youth participation programs involving students in the greater community are introduced.

Activity/Content Summary	Time
1. The Great Thumbless Survival Test (Optional Activity)	15 min.
Participants are asked to perform a variety of familiar tasks without using their thumbs in order to experience an example of experiential learning. Trainer points out that experiential learning involves students in their school and community and fosters a positive learning climate.	
2. Areas for Student Involvement	40 min.
A. Overview of Three Broad Spheres of Student Involvement and Youth Participation	
Three areas of activities students may be involved in at school include: (1) working with existing structures for problem solving and decisionmaking; (2) assessing school climate and initiating improvements; and (3) participating in activities beyond school boundaries.	
B. Involvement in Existing Structures for Problem Solving and Decisionmaking	
Studies indicate that students who are active in problem solving and decisionmaking in the school are usually more positive about the school environment and less apt to act in negative ways.	
C. Example of a Student Involvement Project: The Open Road Program	
A 10-minute slide/tape presentation of California's Open Road program is shown. This program includes "natural student leaders" of a school in decisionmaking and policy formulation for the school.	

Activity/Content Summary	Time
D. Involvement in Assessing School Climate and Initiating Improvements A project developed by the Center for Human Development in Walnut Creek, California, provides training for students in assessing school climate.	
E. Involvement in Activities Beyond School Boundaries Student participation in activities outside school can help improve attitudes, promote growth, and give students a sense of their role and importance in the community. Youth Action Teams have been formed as one means of encouraging such involvement.	
F. Example of an Activity Beyond School Boundaries: An Outdoor Education Program (Optional Activity) A slide show of an outdoor education program is presented.	
3. Survey of Program Models and Projects Participants and trainer share additional project and programmatic approaches.	20 min.
4. Conclusion Trainer reviews the module, emphasizing the potential of student involvement for reducing vandalism and violence in schools and the community.	

About the Module

Course 3 - School Climate

Module 3.3 - Student Involvement in School Processes and Programs

Objectives

Participants will be able to--

1. Cite findings based on theory and research which indicate that student involvement deters violence and vandalism

2. List the steps developed by the Open Road Student Involvement Program for leadership skills training

3. Correlate the learnings that occur on an outdoor adventure program with an improved self-concept

4. Identify other school programs that involve students in decisionmaking and the greater community.

Description of Materials

Transparencies

3.3.1 - 3.3.4 Transparencies support a minilecture on a "Rationale for Direct Experience in Learning Situations."

Audiovisuals

3.3.1 Open Road Student Involvement Program
3.3.2 Outdoor Education Program

Participant Worksheet

3.3.1 Youth Participation Matrix

Background Materials

3.3.1 What Does the Survey Measure?
3.3.2 Student Interview
3.3.3 Action Plan and School Climate Profile
3.3.4 Directory of Student Involvement Programs
3.3.5 Resource Organizations
R.3.3.1 Peer Culture Development. NSRN Technical Assistance Bulletin

Resources

R.3.3.1 Peer Culture Development. NSRN Technical Assistance Bulletin.

Bibliography

Student Involvement Annotated Reading List

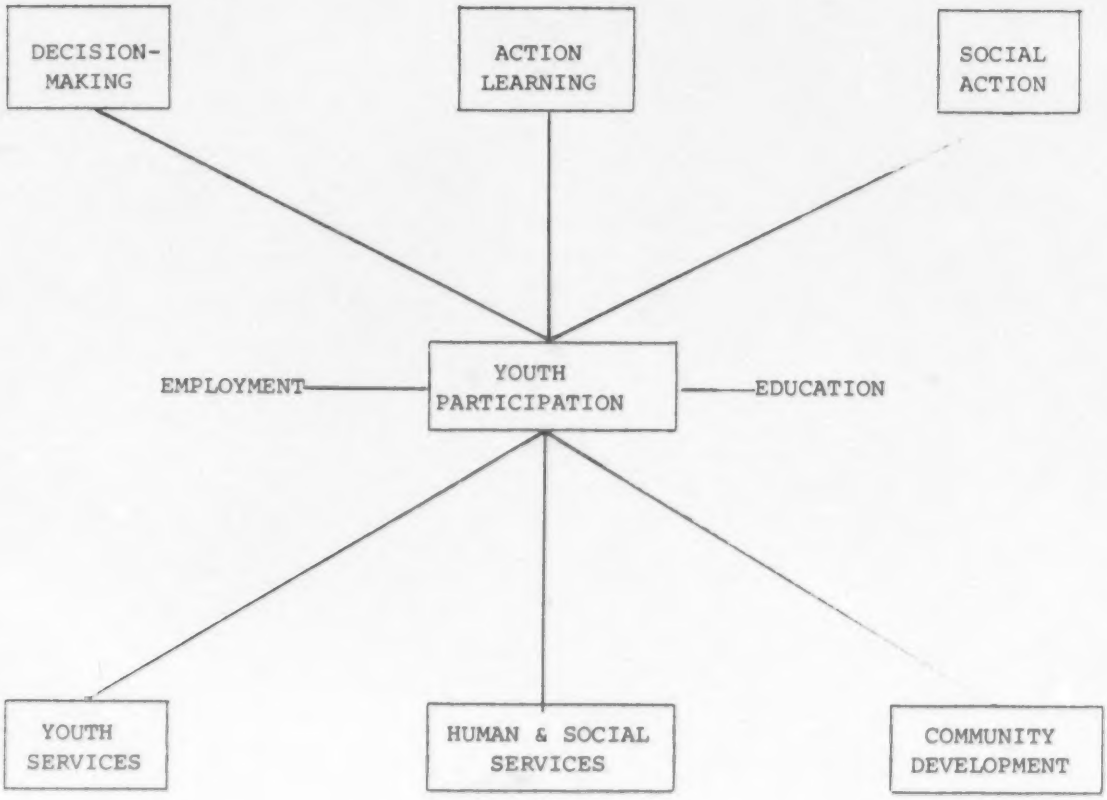
Course 3 - School Climate

Module 3.3 - Student Involvement in School Processes and Programs

Worksheet I-D 3.3.1.

Participant Worksheet

YOUTH PARTICIPATION MATRIX



Course 3 - School Climate

Module 3.3 - Student Involvement in School Processes and Programs

Background I-D 3.3.1

Background Materials

WHAT DOES THE SURVEY MEASURE?

WHAT DOES THE SURVEY MEASURE ?

Student Involvement:

The extent to which students participate in and enjoy classes and extracurricular activities at the school

Student Relationships:

The way students relate to one another, the ease they feel in making friends and dealing with new people

Teacher Support:

The amount of help, concern and friendship that teachers direct toward students — whether they talk openly, trust students and are interested in their ideas and feelings

Physical Environment:

The way students feel about the school buildings themselves and the atmosphere they create

Conflict Resolution:

Whether students are clear about their rights and responsibilities, how conflicts are resolved and whether rules are consistently enforced

Participation in Decision-Making:

Extent to which students, administrators, and teachers share responsibility for decisions about school improvement

Curriculum:

Extent to which the students feel that what is taught in classes meets their needs

Counseling Services:

Whether or not students feel counselors are accessible and able to help with personal problems, jobs and career information, or concerns about drugs, alcohol or sex

Recreational Alternatives:

Whether students are satisfied with existing activities and teachers' support of these activities, whether new activities are needed

Personal Stress:

The extent to which students feel they are under pressure and the resources they have to cope with it

The student and faculty surveys consist of five questions in each of these categories. Each question in the student interview also corresponds to one of the categories listed above

Climate Survey Report

Excerpt from book entitled, Something More Than Survival: A Student-Initiated Process for School Climate Improvement, by Sherrin A. Bennett with The Center for Human Development; Walnut Creek, CA. (Publication available from The Center for Human Development)

Course 3 - School Climate

Module 3.3 - Student Involvement in School Processes and Programs

Background I-D 3.3.2

Background Materials

STUDENT INTERVIEW

STUDENT INTERVIEW

The purpose of this interview is to find out how most students are feeling about this school. We hope your answers to these questions will tell us how you see it and what changes might make it better for you.

How long have you been at this school?

What grade are you in? Female _____ Male _____

PHYSICAL ENVIRONMENT

Just walking around the school, what do you notice about the environment (buildings, corridors, sound light, landscape, etc.) that makes it a place you feel

a) Comfortable? b) Uncomfortable?

RELATIONSHIPS

What things do you see happen that make you feel students here

a) Are warm and friendly? b) Put each other down a lot?

Excerpt from book entitled, Something More Than Survival: A Student-Initiated Process for School Climate Improvement, by Sherrin A. Bennett with The Center for Human Development; Walnut Creek, CA.

Student Interview 2

TEACHER SUPPORT

What things do teachers do that make you feel they

a) Care about you as a person?

b) Don't care about you as a person

CURRICULUM

What are you learning in classes that seems really useful or important to your own life, now or later?

DECISION MAKING

What ways do you have to influence decisions about school programs, classroom procedures or student activities?

Excerpt from book entitled, Something More Than Survival: A Student-Initiated Process for School Climate Improvement, by Sherrin A. Bennett with The Center for Human Development; Walnut Creek, CA.

Course 3 - School Climate

Module 3.3 - Student Involvement in School Processes and Programs

Background I-D 3.3.3

Background Materials

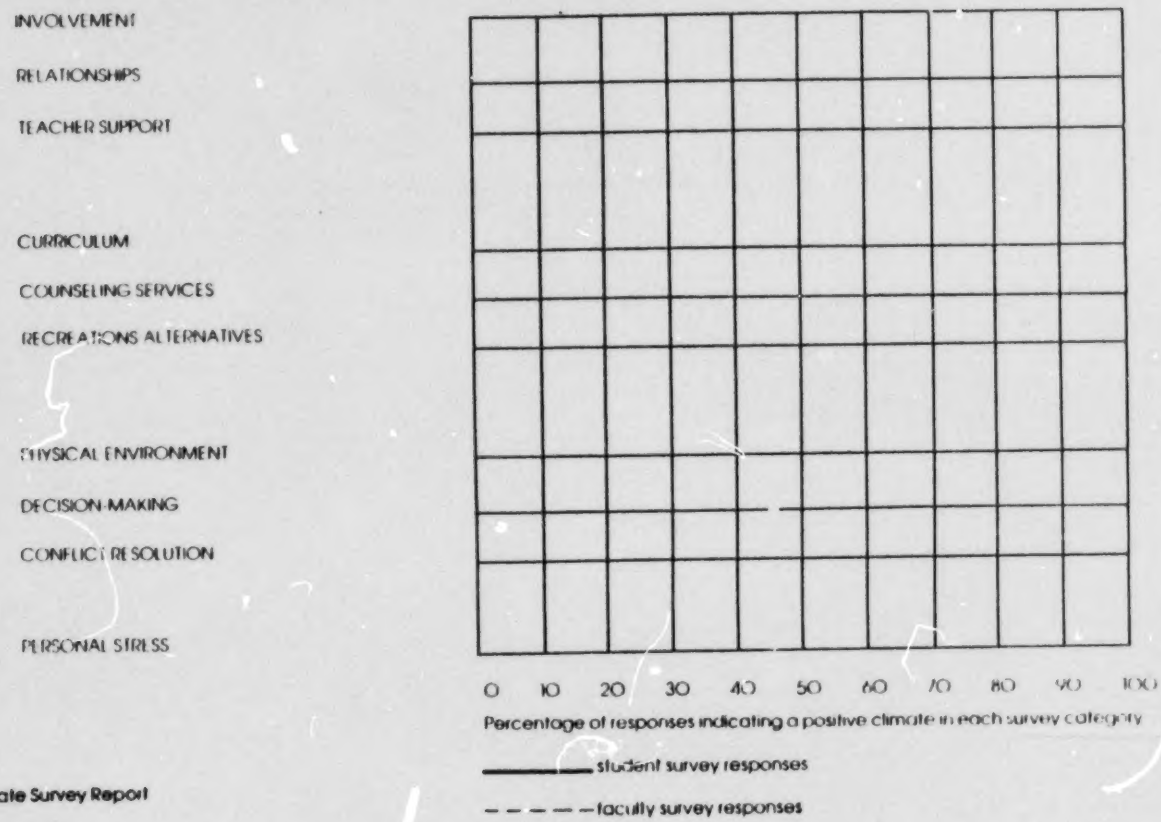
ACTION PLAN AND SCHOOL CLIMATE PROFILE

ACTION PLAN

WHAT IS THE PROBLEM?	WHAT ARE THE CAUSES OF THE PROBLEM?	
WHAT DO WE WANT TO SEE HAPPEN? (GOAL)		
HOW CAN IT BE DONE? (TASKS)	WHO WILL DO IT?	BY WHEN?
RESOURCES NEEDED? (PEOPLE, TIME, MATERIALS, MONEY)	HOW WILL WE KNOW IF IT WORKED?	

Excerpt from book entitled, Something More Than Survival: A Student-Initiated Process for School Climate Improvement, by Sherrin A. Bennett with The Center for Human Development; Walnut Creek, CA.

SCHOOL CLIMATE PROFILE



Climate Survey Report

Excerpt from book entitled, Something More Than Survival: A Student-Initiated Process for School Climate Improvement, by Sherrin A. Bennett with The Center for Human Development; Walnut Creek, CA.

Course 3 - School Climate

Module 3.3 - Student Involvement in School Processes and Programs

Background I-D 3.3.4

Background Materials

DIRECTORY OF STUDENT INVOLVEMENT PROGRAMS

Title Alcohol and Drug Abuse Rock County Health Care

Description

The education services available through the Rock County Alcohol and Drug Abuse Program are aimed at providing a comprehensive preventive education approach to alcohol and drugs through identifying and reaching specific population groups such as youth, parents, police, in conjunction with other agencies and organizations. The Rock County Health Care Center has centralized education services and has one full-time health educator. Education deals with the following areas: In-service Training for Teaching Personnel, Drug Education Curriculum Guide, Drug Education Presentation, Alcohol & Drug Abuse Education Workshops, Parent and Community Education.

Contact

Robert M. Long
P.O. Box 351
Janesville, Wisconsin

Title Youth Employment Planning Team

Description

This project involved ten youth, ages 14 to 21, from three youth service centers in the Portland, Oregon area working with instructors from the School of Urban Affairs at Portland State University to open up new realms of employment for young people in Portland. The project generated partial solution to the problem while teaching the young people research and problem-solving skills.

Procedure

(1) The youth team selected a focus for their project (youth employment in the energy field) and were provided with readings and instruction by the adult facilitators.

(2) Team members attended meetings of the various transportation agencies in their area;

(3) The team drafted a proposal for youth employment in the local transportation system and submitted it to the appropriate agency;

(4) The local transit agency agreed upon the creation of 50 jobs for youth in the agency.

Contact

Gerald Blake, Director
Professor of Urban Affairs
Portland State University
Portland, Oregon

Title Project Way-Out

Description

Project "Way Out" deals with adjudicated delinquents. Begun as a fairly simple public service job program, it has evolved over time into a comprehensive educational counseling and vocational project. The overall goal of Project "Way Out" is to provide education, employment, and counseling services to juvenile youth as an alternative to institutionalization. Program objectives are defined in five areas and a fairly comprehensive evaluation is made pertaining to changes in attitude, behavior, recidivism, vocational attainment, and learning. Potential clients are screened before being admitted to the six-month project. Each youth admitted is given the choice of continuing to attend the neighborhood school or attending the project school. The project utilizes individualized instruction, specially developed teaching materials, immediate feedback to students regarding success, and small group or one-to-one teaching. Students receive counseling throughout project participation and, in most cases, after graduation. Employers who hire project participants (at minimum wage) for approximately fifteen hours per week are subsequently reimbursed from project funds.

Contact

Responsible Action, Inc.
P.O. Box 924
Davis, California 95616

Title Equivalent Instructional Experience

Description

Equivalent Instructional Experience (EIE) permits students to complete course objectives through a mix of school-based and community-based learning experiences. EIE provides more options for the student, and more relevant educational experiences.

Contact

Donald R. Davis
Springfield District #186
Springfield, Illinois

Title

Partnership in Research

Description

A New Hampshire high school was the setting for a 1972 study that involved high school students as "participant researchers." Students were active in defining, observing, and evaluating issues that they felt had a significant impact on their lives. Through the support of the project staff, the students independently formulated the study questions, selected the research strategies, and disseminated study results. The "Self-study" approach proved to be a viable alternative to traditional methods of inquiry and learning.

Contact

Responsible Action, Inc.
P.O. Box 924
Davis, California 95616

Title Learning Discipline System

Description

The Learning Discipline System is a step system for disciplinary referrals. Each time a student is referred for disciplinary reasons they advance one step. Pre-determined actions to be taken by the school Dean for each step are detailed. Students are informed of school policies, rules, and the step system in small group guidance sessions at the beginning of the school year. They know at all times what step they are on, and the actions that will ensue if they get a referral.

Some of the results observed after one year of operation are: 1) Students view disciplinary action and school deans as more fair; 2) Students are aware of what actions will be taken prior to referrals; 3) More cooperation is given by parents who are also informed of the step system at the beginning of the school year.

Contact

Mr. Robert Smith
Lake Park High School
District #108
Roselle, Illinois

Title Second Wind Program

Description

The Second Wind Program is a one-week canoe trip in Northern Minnesota and Canada for fourteen emotionally disabled youth, educators, and police officials.

The aim of the program is to improve disruptive youths' attitudes towards authority. Youths interact and relate on a one-to-one basis with teachers and police officers in the wilderness setting, and experience leadership (their own and the authority figure's) in a more positive sense. The goal is to develop positive attitudes and decrease disruptive behavior.

Contact

Martin Bartels
Operation Second Wind
City of Cedar Falls
City Hall
Cedar Falls, Iowa

Title School Youth Advocacy

Description

This project is an experimental model program aimed at:

1) assisting youth who have been institutionalized to re-integrate into the school system;

2) providing schools with an alternative program to expelling, suspending, or institutionalizing students with behavior problems;

3) creating educational environments which foster the development of mature, concerned, and responsible citizens.

Contact

Gwen McIntosh
Department of Social Services
300 S. Capitol Avenue
Lansing, Michigan 48926

Title St. Paul Open School

Description

Alternative programming at the St. Paul Open School includes:

- o Advisor-Advisee System: Students select their own advisors, who have 3-23 advisees. Conferences before school begins among students, parents, and advisors establish individual goals for each student. Goals are reviewed biweekly in advisor-advisee meetings and quarterly with parents.

- o Use of Volunteers: Parents, senior citizens, college students, and other community members are brought into the building. Volunteers are carefully screened, trained, and followed as they work with students.

- o Shared Decision-making: Parents, senior citizens, staff, and community members help make decision in a number of areas, including budget, curriculum, hiring, and evaluation of students.

- o Use of World Beyond Building: School is viewed only as a headquarters. In addition to hundreds of local field trips, students have opportunities to work as interns or apprentices in local businesses. Students also take cross-country trips as part of studies to such places as Gettysburg, Wounded Knee, Puebla, Mexico, and Winnepeg, Canada.

- o Evaluation: Extensive evaluation of students, staff, and the total program continues throughout the year. Written evaluation replace grades. Competencies replace credits for graduation requirements.

Contact

Joe Nathan
Director
St. Paul Open School
97 Central Avenue
St. Paul, Minnesota 55101

Title Social Restoration Teacher Training

Description

The Social Restoration Teacher Training program is designed to prepare teachers to deal with youth who are on probation, participating in a diversion program, or returning to school after release from a correctional institution. In this training program at Lehigh University teachers are thoroughly trained in diagnostic academic testing techniques and the formulation of remedial programs for individual students. They also are trained in crisis intervention skills, including methods for dealing with spontaneous short-term crises as well as with long-standing problems with family relationships, and so forth. In training for community resource utilization the teachers develops skills in working with agencies with whom these students tend to be in conflict (such as the police) and with other community support agencies (such as social service agencies). The social restoration teacher thus is trained to perform several roles, including teacher, welfare worker, counselor, and youth advocate.

Contact

Social Restoration Teacher Training
School of Education
Lehigh University
Bethlehem, Pennsylvania

Title Outdoor Education Program

Description

A selected group of junior high school students spends one week in an outdoor setting with teachers, parents and community members. The program attempts to develop adaptability, interdependence, cooperation, self-reliance, positive attitude, and self-esteem. Personal and group rights, group dynamics and personal responsibility are explored. Opportunities are provided in which students gain in almost every subject area through direct experience and/or observation.

Contact

Bloomington Jr. High School
Bloomington, Illinois

Title GRASP (Governmental Responsibility and Student Participation)

Description

Student interns are selected by their schools to participate in the work of state and local governmental agencies and community service organizations. Interns report back on a regular basis to share their experiences with other classmates and instructors. Originally funded under ESEA Title III, the program is now supported by the local districts. During their internships, students follow an agency-designed program of activities, including: observation, participation in meaningful research and survey activities, special projects, and follow-up through classroom activities. Students are not paid, but receive high school credit for their experience. Students provide their own transportation.

Contact

Tonia S. Sover
3180 Center N.W.
Salem, Oregon 97301

Title Executive Internships of America

Description

Top executives in business, government, hospitals, museums and various community agencies have become the "teachers" of high school juniors and seniors in more than ten American cities. The Executive Internship Program, which began in New York City and has now become nation-wide, enables high school students to work on a one to one basis with executives for a school semester. Students work four days a week with an executive and meet with other interns in a seminar on the fifth day. In the seminar student discuss their experiences, study local government, and meet with speakers. A final project is prepared.

Contact

Executive Internships of America
680 5th Avenue
New York, New York 10019

Title Alternative Education Project

Description

The Alternative Education Project is a program for suspended or expelled students held at the YMCA. Students work assignments from their classes and receive individual counseling and training. Behavior modification, reality therapy and assertive training are used.

Contact

Keystone Central School District
95 W. Fourth Street
Loch Haven, Pennsylvania 17745

Title Kennedy Communicators

Description

Members of the Kennedy Communicators work to reduce tensions in the school during times of student unrest. They meet with students who intend to be, or are actively involved in conflict situations and try to improve communications between students of different ethnic and racial backgrounds. They staff a communications center during periods of unrest which disseminates information to dispel rumors.

Contact

Mel Rosen
Kennedy High School
Granada Hills, California

Title Court Alternative Program

Description

This program is a district effort to coordinate community services for potentally delinquent youths. Juvenile officers teach a module "Law and Youth" developed by the Court Alternative Program staff which explores citizens rights and responsibilities. Field trips are taken to court-houses, jails, and other justice system agencies.

Contact

Joseph A. Denaro
917-191 Emmett Street
Kissimmee, Florida

Title High School Archaeology Project

Description

The High School Archaeology Project in Cobb County, Georgia began because a Pebblebrook High School student discovered that his school was sitting on a 2,000 year-old Indian site. Just about the time he made his discovery the county announced that it was going to install a large sewer pipeline right through the school site. Having enlisted the help of an archaeologist from the University of Georgia and other experts, students began an emergency dig. They unearthed pottery fragments, stone tools and bones and, in the process, learned geography, ecology and history. The work eventually became part of the school curriculum.

Contact

The National Commission on Resources for Youth
Room 1314
36 W. 44th Street
New York, New York 10036

Title Youth Helper Program

Description

High school students in the small, rural town of Laurens, New York spend one hour four days each week helping care for children of their community through the Youth Helper Program. Ten students go to a day care center in a town church and ten go to Mt. Vision, a school for severely handicapped children. The young people share any special skills they may have, such as carpentry or sewing, with the children. They also have used these skills to carry out related community service projects, such as building a new wing on Mt. Vision and constructing playground equipment at the day care center. The Youth Helpers receive credit for volunteering and for meeting in a daily seminar to discuss child-rearing practices, mental retardation and mental health services.

Contact

The National Commission on Resources for Youth
Room 1314
36 W. 44th Street
New York, New York 10036

Title Gloucester Experiment Restoration

Description

The Gloucester Experiment in Gloucester, Massachusetts began when a resident sculptor saw in a colonial cemetary, vandalized and overgrown with weeks, an opportunity to use the talent and energy of young people. With his backyard as headquarters, the sculptor recruited a group of local youth along with a few interested carpenters, architects and teachers, and the restoration began. The young people did everything from manual labor, including landscaping, clearing brush and straightening headstones, to research and historical documentation. Eventually the high school in Gloucester agreed to grant students academic credit for their work. Students who participate in Experiment restorations acquire skills such as surveying and stone cutting and learn history, archaeology, botany and evology.

Contact

The National Commission on Resources for Youth
Room 1314
36 W. 44th Street
New York, New York 10036

Title Fourth Street i

Description

The Fourth Street i is a community magazine operated entirely by young people on the Lower East Side of New York City. They tap the resources of the neighborhood, an area with a long history as a ghetto for new populations arriving in the United States. The young people have tried to use their magazine as a voice for poor residents of various ethnic groups by interviewing local artists and craftspeople and by printing poetry and artwork by people who live in the community. The young people who publish the magazine interview, edit, translate, take photographs and do production work. Their magazine has been used as a reading text in elementary, junior and senior high schools.

Contact

The National Commission on Resources for Youth
Room 1314
36 W. 44th Street
New York, New York 10036

Title Day Care Youth Helper Program

Description

Three days a week, 15 students at Bulkeley High School in Hartford, Connecticut travel to four urban day care centers to engage children in learning activities which the young people have designed themselves. Students in this Day Care Youth Helper Program receive credit for combining that fieldwork with a seminar taught twice a week by a home economics teacher at Bulkeley. In the seminar, they develop good parenting skills by learning early child development concepts and relating them to their day care experience.

Contact

The National Commission on Resources for Youth
Room 1314
36 W. 44th Street
New York, New York 10036

Title Computer Car Pooling

Description

Students at George Washington High School in Denver, Colorado devised a Computer Car Pooling plan which was adopted by their city. Students in the Contemporary Issues class wondered about the possibility of using the school's computer to organize Denver residents into car pools to conserve resources and a student from the Advanced Computer class worked out the details. He designed a computer program which would give residents printout lists of other people who live in their area and keep the same work or school hours. The young people became consultants to large Denver firms which wanted to offer computerized car pooling services to their employees and George Washington became the center of the car pooling effort.

Contact

The National Commission on Resources for Youth
Room 1314
36 W. 44th Street
New York, New York 10036

Title Cityarts Workshop, Inc.

Description

Founded in 1968 by a New York City artist, Cityarts Workshop Inc. is a community arts group which involves young people from various parts of the city in making public works of art for their neighborhoods. A professional artist from Cityarts helps the young people decide on a theme for a mural, design it and transfer it to a large exterior wall; then they put up scaffolding and paint it. Cityarts youth have worked on over 15 projects including a Jewish Heritage mural, a History of Chinese Immigration to the United States mural, a Black Liberation mural and a Wall of Respect for Women mural. Frequently the young people get community residents of all ages to help them complete their projects.

Contact

The National Commission on Resources for Youth
Room 1314
36 W. 44th Street
New York, New York 10036

Title Career Center

Description

Students at Berkeley (California) East Campus High School have established a Career Center in which the students are trained and paid (or receive school credit) to advise their peers on employment matters. The young staff members locate paying jobs for students, learn the requirements for various vocations and then counsel their schoolmates who seek information and job placements. The students also learn such job-seeking skills as being interviewed, collecting references and writing resumes, which they then pass on to other students who come to the center. In a school where nearly three-fourths of the students are from low-income backgrounds, the Career Center provides a vitally-needed service.

Contact

The National Commission on Resources for Youth
Room 1314
36 W. 44th Street
New York, New York 10036

Title Public Service Video Workshop

Description

Public high school students at St. Paul, Minnesota's alternative New City School are using video tape as an instrument to inform the public and influence decisions on important municipal issues. In one project, representatives from the Minneapolis and St. Paul Tenants' Unions asked students from New City's Public Service Video Workshop to help make a tape on renters' rights. The unions supplied the legal information and the students furnished the technical know-how and the talent. With the direction of two professional video technicians, students have made over 30 tapes for community agencies. For each tape they do research, scripting, directing, interviewing, narrating and editing. Students earn a trimester's social studies credit while learning first-hand about different issues and viewpoints by working with community adults.

Contact

The National Commission on Resources for Youth
Room 1314
36 W. 44th Street
New York, New York 10036

Title Apprenticeship Program/Open Living School

Description

Junior high and elementary school students at the Open Living School, a public-supported alternative school in the mountain town of Evergreen, Colorado spend at least half a day each week interning with community adults through the school's Apprenticeship Program. "Apprentices" from the ages of nine to fifteen have carried out responsible duties at an educational television station, at day care centers and at a nearby zoo; they have served as "apprentices" to electricians, veterinarians, photographers, store managers and potters. The purpose of the program is for young people to experience work with adults who are neither teachers nor parents and to learn about the life of their community through firsthand experience.

Contact

The National Commission on Resources for Youth
Room 1314
36 W. 44th Street
New York, New York 10036

Title The West High School Ecology Club

Description

The West High School Ecology Club in Manchester, New Hampshire was formed in 1971 when a group of students began a campaign to clean up the Merrimack River. One student discovered that the discharge from a local meat packing plant was turning the Merrimack into "Blood River." He and classmates documented the pollution and through their investigation helped bring legal action against the culprit. West High ecology students also design ecology lessons and teach them to elementary school children; petition for environmental protection legislation; and make environmental testing equipment and show teachers and students from all over New England how to use it.

Contact

The National Commission on Resources for Youth
Room 1314
36 W. 44th Street
New York, New York 10036

Title Teens Who Care

Description

In rural Adams, Minnesota, high school students spend their study halls and lunch hours giving physical therapy and companionship to handicapped children whose special education class meets right in the high school. Students began this Teens Who Care project and then felt they needed additional training. They traveled with the children to the Mayo Clinic to talk to specialists and to learn how to carry out individual therapy prescriptions. Back at the high school, students continued their training in a social studies course called "Developmental Disabilities" and worked with a physical therapist from a neighboring community.

Contact

The National Commission on Resources for Youth
Room 1314
36 W. 44th Street
New York, New York 10036

Title Ward Aide Program

Description

A bold experiment was started in 1967 at the O.H. Close School, an institution of the California Youth Authority Department, and later expanded to three additional CYA institutions. CYA wards were selected and trained to act as tutors, counselors, and recreational leaders of younger delinquents. Young men between eighteen and twenty-two years old with at least nine years of academic schooling were selected from the CYA population during the first two months of their institutionalization. Trained for their roles during a two-month period, they began work as student aids at the beginning of their fifth month of institutional training. Student aides provided formal assistance through tutoring, counseling, and recreation and informal assistance by serving as role models for younger wards. Another objective of the program was to provide pre-training experience in social service jobs as preparation for academic training for the social service profession.

Contact

O.H. Close School
7650 South Newcastle Road
P.O. 5500
Stockton, California 95205

Title Mitchell High School Senior Seminar

Description

Senior Seminar is a credit-granting alternative program open to Juniors and Seniors in the Colorado Springs school district, which utilizes the community as the main source of learning experiences. The curriculum is thematic in nature and is composed of intensive modules ranging from two to four weeks in length. The staff has published two excellent resources. The Senior Seminar Curriculum Guide details each module and outlines the philosophy and structure of the entire program. To Learn How To Learn, a student workbook on creative thinking and problem solving, is designed to help students discover their own methods of incorporating direct experience into their learning activities.

Contact

Mitchell High School Senior Seminar
1205 Potter Drive
Colorado Springs, Colorado 80904

Title Project Adventure

Description

Project Adventure works with teachers and schools throughout the country to assist in the design of experiential "adventure" curricula in nearly all areas of study. They have published a wealth of materials, the most notable being Teaching Through Adventure, a description of both the process and specific examples of how to incorporate "adventure" into the regular content areas, and Cowtails & Cobras, a guide to ropes courses, initiative games and other adventure activities. The project was begun in a high school near Boston with a goal of incorporating concepts of the Outward Bound experience.

Contact

Project Adventure
775 Bay Road
Hamilton, Massachusetts 01936

Title Chautauqua School

Description

The Chautauqua School is housed at Glen Echo Park, Maryland. Students in ungraded classes receive instruction in the four major academic disciplines: English, mathematics, science, and social studies. Students participate in expanded physical education activities, through the Venture Expenditionary Program, which emphasized resourcefulness and self-reliance and G.Y.M., a program of psychocalisthenics. Two hour arts-and-crafts classes are provided four times weekly. Personal growth and development are facilitated through daily school meetings and informal therapy sessions every Friday.

Contact

Ernest Bradley
The Chautauqua School
Glen Echo Park
Glen Echo, Maryland

Title In-School Suspension/Dropout Reduction Program

Description

This program is designed to provide meaningful educational experiences for students at New Iberia Reshman High School who have been identified as potential dropouts and to reduce the number of at-home suspensions during the school terms. There are two phases to the program: (1) A suspension program which centers around a Behavioral Clinic that is designed to provide isolation from other students, communication with parents, and school work assistance within the school, and (2) a special club designed to provide encouragement for potential dropouts through the use of audiovisual materials, contact with adult members from the community and assistance in school-related problems.

Contact

W. Fitch
Director
In-School Suspension/Dropout Reduction Program
Star Route B
Box 461
New Iberia, Louisiana 60560

Title Youth Tutors Youth Program

Description

In the Hightstown, New Jersey Youth Tutors Youth Program, 22 high school students earn credit for traveling four times a week to two elementary schools to tutor children who need extra academic or social attention. Many of the tutors have their own learning problems so taking responsibility for helping educate a younger child has helped them improve their own academic skills, as well as develop responsibility and self-confidence. They use materials they have designed to help individual children with reading or math problems. They plan these lessons and also share tutoring techniques and experiences in a weekly seminar at the high school.

Contact

The National Commission on Resources for Youth
Room 1314
36 W. 44th Street
New York, New York 10036

Title Shoulders

Description

About 20 students in each of three Marin County, California high schools are involved in Shoulders, a peer counseling program which was organized by the Marin Family Services Agency. Students go through a 13-week after-school training program in which they learn counseling, communications and utilization of community resources. Then they counsel peers referred to them by guidance counselors and administrators; take part in seminars in which they practice advanced counseling techniques and share problems they are encountering in counseling; and organize outreach activities, such as monthly forums open to parents, teachers and students, and a monthly student opinion poll.

Contact

The National Commission on Resources for Youth
Room 1314
36 W. 44th Street
New York, New York 10036

Title Project Input

Description

All junior and senior Hoffman High School students are required to work fifty hours a year during English periods with one of three community institutions: a home for the retarded, a home for the elderly, and an elementary school. Students receive ten hours of training before they enter each program, and write three papers about their experiences. In addition, they develop a case history of an individual they have worked with and a description of a problem existing in each institution. After completing their program, they analyze four case histories of persons similar to those with whom they have worked.

Contact

Project Input
Hoffman High School
Hoffman, Minnesota 56339

Course 3 - School Climate

Module 3.3 - Student Involvement in School Process and Programs

Background I-D 3.3.5

Background Materials

Resource Organizations

ASSOCIATION FOR EXPERIENTIAL EDUCATION
Box 4625
Denver, Colorado 80204

Drawing its members from nearly every sector of education, the AEE is an excellent resource and networking agent. It sponsors an annual conference on experiential education (currently including over 100 workshops and seminars), a quarterly newsletter, and the "Journal of Experiential Education."

FOXFIRE, INC.
Rabun Gap, Georgia 30568

The creators of the popular "Foxfire" magazines and books, Eliot Wiggington and his staff, continue to demonstrate that the cultural base of any community can provide fertile ground for experiential programs in language arts, science, and social studies. They publish "Hands On," a newsletter which provides valuable information for those people interested in creating a cultural journalism project within their own community. Two books related to the "Foxfire" concept are also available from an organization called IDEAS (Star Route Magnolia Road, Nederland, Colorado). "Moments," by Eliot Wiggington, describes "Wig's" philosophy of education and speaks to the how-to of blending experience and academic work. "You and Aunt Arie," by Pamela Wood, is a nuts-and-bolts guide to the production of a cultural journalism magazine and is useful both as a teacher's guide and as a reference for students.

NATIONAL COMMISSION ON RESOURCES FOR YOUTH
36 West 44th Street
New York, New York 10036

NCRY serves as a national clearinghouse of "youth participation" projects in schools and in the community. It maintains a file of over 800 descriptions of programs in which young people are performing unusual and/or significant activities in their communities. The commission's newsletter, "Resources for Youth," is a useful collection of information and data.

EDUCATION AND WORK PROGRAM
Northwest Regional Educational Laboratory
710 SW Second Avenue
Portland, Oregon 97204

This group is currently engaged in research involving three important areas related to experiential education: a study of factors students most associate with excellent learning experiences in the community and those they associate with "nonlearning" experiences in the community; a study of common and unique elements among various experiential approaches; and a study to explore the construct of responsibility and how young people develop and grow in this area. They have published many resources

including "Experience-based Learning: How to Make the Community Your Classroom"; "Student Guide to Writing a Journal"; "Student Competencies Guide: Survival Skills for a Changing World"; "Student Record of Community Exploration"; and "The Community Resource Person's Guide for Experience-based Learning."

NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS
1904 Association Drive
Reston, Virginia 22091

The NASSP has published three items of interest with regard to why "action learning" ought to be a part of the public high school. These include "This We Believe," a statement of NASSP's guiding principles and a clear advocation that schools need to be more experiential; "American Youth in the Mid-Seventies," the conference report of the National Committee on Secondary Education; and "25 Action Learning Schools," containing an excellent section on the development and background of experiential education, useful descriptions of exemplary action learning schools, and a list of recommended readings.

OUTWARD BOUND, INC.
384 Field Point Road
Greenwich, Connecticut 06830

Outward Bound, Inc., is the parent organization of the seven Outward Bound schools in the United States. Though each school is an invaluable resource to anyone interested in adapting outdoor/adventure education techniques to the traditional school setting, two schools in particular have had a long and varied involvement in developing programs for troubled youth: Colorado Outward Bound School, 945 Pennsylvania Street, Denver, Colorado 80203, and Hurricane Island Outward Bound School, Box 429, Rockland, Maine 04841. Outward Bound, Inc., has also coproduced (with National Geographic) an excellent film entitled Journey to The Outer Limits, which details the Outward Bound experience as it relates to a group of young people including a young woman from an upper class East coast family and an inner-city gang leader. A booklet titled "Journey: How to Get Started" is available from the National Geographic and is an excellent teacher's guide.

CENTER FOR YOUTH DEVELOPMENT AND RESEARCH
48 McNeal Hall
University of Minnesota
St. Paul, Minnesota 55108

The center can provide information on action-learning programs in Minnesota including program descriptions, curriculum ideas, classroom activities, and specific ideas for short-term and long-term community experiences. Researchers at the center are currently involved with a major project to determine the methods for evaluating the outcomes of experiential learning. Their booklet, "Action Learning in Minnesota," is an excellent resource guide which details 30 exemplary programs.

National School Resource Network

28

National Center • 3530 Wisconsin Avenue, N.W. Washington, DC • (301) 654-2550 • Toll Free (800) 638-8090
Eastern Regional Center • 53 Bay State Road, Boston, MA 02215 • (617) 353-4554
Southern Regional Center • 58 6th Street, N.E., Atlanta, GA 30308 • (404) 872-0296
Midwestern Regional Center • 6 North Michigan Avenue, Suite 1706, Chicago, IL 60602 • (312) 782-5787
Western Regional Center • 8 Professional Center Parkway, San Rafael, CA 94903 • (415) 472-1227

R.3.3.6

Technical Assistance Bulletin

Peer Culture Development

Summary

The powerful influence of peers on student values, decisionmaking, and behavior cannot be overlooked in examining the causes of the widespread and increasing incidents of crime and violence in schools. The negative and destructive behavior of students can often be changed by rechanneling peer influence to defuse potentially violent situations and by dealing with student problems before they are translated into more serious antisocial behavior. This bulletin describes how a peer counseling program has been utilized for this purpose.

The Problem

As the incidence of crime, violence, and vandalism increases in the schools, the educational climate deteriorates. Students are often influenced by their peers to act in negative and destructive ways and to perform delinquent acts. When this happens, the school environment is no longer conducive to learning or positive behavior.

The Solution

Rock Island

Peer Culture Development, Inc., was originally incorporated in Rock Island, Illinois, in 1974 as the Center for Youth Services, a nonprofit organization aimed at preventing juvenile delinquency and school dropouts as well as improving human relations among teenagers. The organization was initiated in response to a riot-type situation in Rock Island High School in 1972.

The Peer Culture Development (PCD) counseling program was designed to supplement regular individual counseling by utilizing peer group pressure in a controlled yet voluntary situation to modify and redirect negative behavior. Both positive and negative peer leaders are utilized to identify and deal with problems before they escalate into antisocial or delinquent behavior. By operating in schools, quick and pre-emotive responses and improvement in the school setting itself are possible. The voluntary nature of the program enhances chances for success and removes any stigma from participation. Students deal with their peers at the school where negative behavior is often exhibited and detected earlier than in other situations.

The original goals of the PCD peer counseling program were to--

- Provide a delinquency prevention program for schools
- Relate the delinquent to his or her victim
- Provide a delinquency prevention treatment resource for the juvenile justice system, including liaison with juvenile service agencies
- Increase peer support for youth returning to school after institutionalization

Prepared under Grant #79JS-AX-0019 from the Office of Juvenile Justice and Delinquency Prevention, Law Enforcement Assistance Administration, U.S. Department of Justice. Points of view or opinions in this document are those of the NSRN and do not necessarily represent the official position or policies of the U.S. Department of Justice.

- Decrease the incidence of school dropouts as well as crime in the community.

As the program evolved, additional goals were established in order to--

- Provide sufficient training for school personnel in leading PCD counseling groups
- Change student attitudes through values clarification
- Develop means for disseminating the methodology to other school systems
- Prepare Rock Island schools for desegregation (which began in 1976)
- Allow the program to evolve into long-range maintenance of lowered delinquency and disruptive behavior in schools
- Divert students from law enforcement agencies and the courts and from negative to positive behavior patterns.

The program is predicated on three concepts:

- The individual has no right to hurt him or herself.
- The individual has no right to hurt others.
- The individual has an obligation to help other people.

By the 1975-76 school year, the PCD group counseling program had expanded to include 13 daily peer group meetings in 11 schools--the high school (3 groups), 4 junior high schools, and 6 elementary schools. Natural peer leaders, both positive and negative as well as more passive students regarded as needing redirection or values clarification, were asked to participate upon referral by school officials, PCD group leaders, parents, teachers, outside agencies, or themselves. Participation is largely voluntary, requiring student and parental permission, although students are occasionally referred by courts or community service agencies. Groups consist of 10 to 12 students of the same sex. The content of meetings is confidential: any participant violating this standard may be excluded.

The purposes of group interaction are to--

- Establish a caring atmosphere
- Defuse potentially troublesome situations
- Provide support and constructive help with participant problems
- Reduce prejudices and barriers to communication.

The procedure for group meetings is as follows:

1. Individuals present their problems.
2. The group decides which problem presented at that meeting is most serious and most warrants the group's attention.
3. A problem-solving discussion is held concerning that problem.
4. The group leader summarizes the most prominent points brought out in the discussion.

During the first 3 weeks of program operation, group leaders are assigned, orientation is provided for school staff and students, potential participants are identified and approached, permission for participation is obtained, and the first groups are scheduled.

In the following 2 weeks, participants are introduced to the peer group process. Next, for 4 to 6 weeks, the group attempts to build trust among participants; students begin to discuss themselves and their problems; the benefits of alternatives to negative behavior become apparent; and positive changes are supported by the group.

Then, for 9 more weeks, students with problems are referred to the group and are introduced to group concepts. Concern and support is evident, and the group suggests alternatives to negative solutions. The referred student chooses a solution and the group offers follow-through help. Whenever a problem situation is presented to the group, participants decide whether it can

be solved by students, principals in the situation are invited to the group session to air their views, alternative solutions are sought, and finally, the group becomes committed to a peaceful solution and monitoring progress towards that solution.

In the 1975-76 school year, 12 group leaders organized 67 groups in the Rock Island schools with a total of 723 full-time and 1,399 part-time participants.

Detroit

In Detroit, Michigan, four high schools instituted peer culture groups staffed by school system personnel trained by PCD. The Detroit program involved two types of group counseling--Guided Group Interaction and Personal Mastery--with two 10- to 15-member groups of each type in each of the four schools. Individual and group tutorial/remedial sessions were provided for all students as needed.

Results

Peer counseling programs in Rock Island, Illinois, and Detroit, Michigan, were evaluated after the first and second years of operation. The evaluations were typically based on the incidence of criminal and disruptive behavior reported by students themselves, official school and law enforcement records, and attitudes of students, group leaders, officials, and others familiar with the program.

Rock Island

In Rock Island, the program had a pronounced effect in reducing truancy, delinquency, and substance abuse by full-time participants. According to reporting students, truancy decreased by at least 40 percent, and property and personal offenses were also significantly reduced. Overall, fewer participants reported participating in delinquent behavior, and those who continued such behavior committed fewer offenses. The student assessment was overwhelmingly favorable, more so among high school students than among junior high school students. The second-year evaluation revealed the following reductions in the incidence of negative behavior:

Offense/Negative Behavior	Percent Reduction
Truancy	40
Disciplinary violations	60
Theft, burglary, shoplifting	78
Assault, violent behavior, rape	74
Drunkenness, drug use, procuring, prostitution	35

Data were also collected on changes in high school student attitudes after program participation, revealing the following reactions to the program's effectiveness:

Program Evaluation Statement	Percent of Students Agreeing with Statement
Reduced racial prejudice	46
Reduced violence in schools	64
Increased communication between students	74
Increased helpfulness and caring	78
Increased respect for personal property	49
Made the student a more responsible person	70
Increased respect for faculty	39
Increased respect for administration	40

The group leaders were well received by the students, who felt the leaders exerted an appropriate amount of control, were self-confident, and had a genuine interest in the group.

Elementary school participants, parents, and teachers were also consistently very positive about the program (students and parents more so than teachers).

Near the end of the second semester of program operation, most participants in six sampled high school and junior high school groups felt their groups had achieved or were close to reaching the level of "tough caring," when participants are trusting and genuinely concerned about group members and the school environment and when peer influence is greatest.

The community, however, seemed polarized. Some felt the peer counseling project was just another Federal giveaway program. Evaluators felt these opponents were usually supporters of traditional educational methods, content, and discipline as opposed to more innovative methodologies and

approaches. Generally, favorable reactions were expressed by the superintendent of schools, principals and assistant principals, teachers, school counselors, security personnel, law enforcement and probation workers, and the director of the local youth guidance council. Some lack of support was noted, however, on the part of some law enforcement agencies and other nonprogram officials which was attributed to the failure of program organizers to establish a foundation in the community, with school personnel, and with law enforcement and related agencies before the program was initiated.

As the program evolved, PCD group leaders identified several problems and needs:

- The program needed a better public relations effort.
- Acceptance by school personnel and the community could be enhanced by academic credentialing of program personnel.
- In-depth training would make possible more sophisticated handling of human relations issues.
- More home visits should be made.
- Training was not sufficient for program implementers in the elementary school setting.
- Liaison between program staff and administrators and between group leaders and their coordinator needed improvement.
- A more formal training program would ensure that group leaders had the benefit of similar qualitative and quantitative preparation.

In summary, the Rock Island peer counseling program is credited with increasing communication between students, decreasing racial problems and violence in schools, increasing helpfulness and caring, and helping students become more responsible people and more respectful towards faculty and administrators.

Detroit

Impact of the Detroit peer culture groups was measured by examining behavior records before and during the program for the 365 high school students participating during the January-June 1979 semester. The results were similar to the findings of the Rock Island evaluation. The following changes in student behavior were noted:

Behavior	Percent Change
Fights in school	-63
Assaults on teachers	-50
Disruptive behavior in class	-57
Disruptive behavior on campus	-55
Illegal activity or negative police contacts	-55
Absences from school	-31
Failing grades	-41
Credit hours earned	+31

Replication Issues

A successful peer counseling program can be implemented and become successful in any school system if certain preconditions exist:

1. The school board and school administrators must be willing to tolerate negative behavior of students which would otherwise result in suspension or referral to outside agencies. That is, they must be willing to deal with such behavior within the educational structure.
2. The faculty must be oriented toward the program before implementation to facilitate student referrals by the faculty and faculty input in the form of feedback to and from teachers.
3. Liaison with existing child service agencies (such as the police department, sheriff's office, welfare and youth service agencies) is necessary to provide a means for exchanging information on participant progress.
4. The peer counseling program must be independent of the school administration.

Operational prerequisites are that the program be voluntary, confidential, include positive peer leaders, have available group leaders who will be accessible to students and faculty, and exist in an atmosphere of willingness to move away from the tendency toward institutionalization.

In addition, a firm foundation for the program must be established in the community, the school system, and law enforcement agencies. The Rock Island PCD program has expanded to operation in Detroit and Berrien County, Michigan, and Chicago.

Required Resources

The Rock Island positive peer culture program, funded during its first year by a local foundation, served as the model for the Peer Culture Development program now operating. With the support of the school system, the original organization applied successfully for a Federal grant. The Law Enforcement Assistance Administration provided 90 percent funding to reorganize and expand the program.

PCD maintains a public and private relations program for those interested in peer counseling. Print and media materials are available, and the PCD executive director and group leader coordinator will make local presentations or arrange visits to the program for local decisionmakers.

References

Boehm, Richard G. Peer Group Counseling: A School Based Juvenile Diversion Program. St. Louis: Gateway Information Systems, Inc., 1976.

Howlett, Frederick W., and Boehm, Richard G. School-Based Delinquency Prevention: The Rock Island Experience. Austin, Texas: Justice Systems, Inc., 1975.

Contact

Don L. Jones, Director
Peer Culture Development, Inc.
228 North LaSalle Street
Room 1264
Chicago, Illinois 60601
(312) 236-4607

Resources/ Bibliography

Course 3 - School Climate

Module 3.3 - Student Involvement in School Processes and Programs

Student Involvement Annotated Reading List

Bennett, S.A. Something More Than Survival: A Student-Initiated Process for School Climate Improvement. Walnut Creek, California: Center for Human Development, 1978.

An excellent process guide for those who have decided to improve their own school climate and reduce the distress that interferes with learning. Describes 26 separate steps and comes in a package with sample flyers, training handouts, and survey instruments for reproduction. The process and materials were developed with the help of five Northern California schools under a grant from the California Department of Alcohol and Drug Abuse.

McPartland, J. M., and McDill, E. L., eds. Violence in Schools. Lexington, Massachusetts: Lexington Books (D. C. Heath & Company), 1977.

Contains perspectives on the problem, descriptions of intervention programs, and position statements. Includes a chapter on research on crime in schools. Presents evidence that student access to the school governance and curricular structure is a factor of nonviolent schools.

National Commission on Resources for Youth. Youth Participation: A Report to the Department of Health, Education and Welfare, Office of Human Development, Office of Youth Development, 1975.

This paper was developed by NCRY in response to a request from the Office of Youth Development. It provides a widely accepted definition of youth participation, distinguishes youth participation from other types of programs, and presents the benefits of youth participation to different components of society, issues, concerns, and prospects for growth.

National Institute of Education. Violent Schools--Safe Schools: The Safe School Study Report to the Congress. Washington, D.C.: National Institute of Education, 1977.

The Safe School Study was undertaken in response to Congress' request that HEW determine the number of schools affected by crime or violence, the type and seriousness of those crimes, and how school crime can be prevented. The study is based on a mail survey of over 4,000 schools, an on-site survey of 642 schools, and case studies of 10 schools. Four factors were identified as likely to reduce or control the level of violence in schools. (There is also an executive summary of the report.)

Pearl, A., Grant, D., and Wenk, E., eds. The Value of Youth. Davis, California: Responsible Action, 1978.

This book rests on the premise that youth are in general devalued in our society and shows how this devaluation leads to unemployment, ineffectual schooling, and alienation. As an alternative, numerous programs where youth serve as competent participants in their communities are described, and a call is put forth for a national policy which would value youth.

Ryan, C. The Open Partnership: Equality in Running the Schools. New York: McGraw-Hill.

A description of approaches to and the effects of equal partnership with students in school decisionmaking.

Teacher Corps Youth Advocacy Loop, University of Vermont. Student Initiated Activities: A Strategy in Youth Advocacy.

A description of the history and present status of Activity II of the Teacher Corps Program (Student Initiated Activities). Also included is material from the Youth Participation Conference on Student Initiated Activities which was held at Oakland University on November 8-10, 1977, and project reports from Activities I and II of the Teacher Corp program.

Wenk, E. Partnership in Research. Davis, California: International Dialogue Books, 1980 (in press).

A novel approach to education, learning, and social change, Partnership in Research utilizes the "self-study" method. Young people are involved as "participant researchers," defining, observing, and evaluating issues that they feel have a significant impact on their lives. The book describes an early PIR project in a New Hampshire school as well as more recent applications of the self-study method.

During the 1970's, five national commissions studied both the social context of youth and the situation in the nation's secondary schools. Each commission recommended reforms in schooling process to--

- Reduce isolation of youth from the greater community
- Provide more meaningful learning situations
- Offer more choice as to method of instruction.

The reports:

1) Coleman, James, ed. "Youth Transition to Adulthood," The Report of the Panel on Youth of the President's Science Advisory Committee. Chicago: University of Chicago Press, 1974.

2) Brown, B. Frank, ed. "The Reform of Secondary Education," A Report to the Public and the Profession by the National Commission on the Reform of Secondary Education, sponsored by the Charles F. Kettering Foundation. New York: McGraw-Hill, 1973.

3) Martin, John Henry, ed. "The Education of Adolescents," The Final Report and Recommendations of the National Panel on High School and Adolescent Education. Washington, D.C.: U.S. Government Printing Office, 1976.

4) "American Youth in the Mid-seventies," A Report of a Conference sponsored by the National Committee on Secondary Education of the NASSP (National Association of Secondary School Principals). Washington, D.C.: National Association of Secondary School Principals, 1972.

5) Weinstock, Ruth, ed. "The Greening of the High School," A Report on a Conference sponsored by the Education Facilities Laboratories and IDEA. New York: New York Educational Facilities Laboratory, 1973.

Two summaries of the reports:

1) Cawelti, Gordon. "Vitalizing the High School: A Curriculum Critique of Major Reform Proposals." Washington, D.C.: National Association for Supervision and Curriculum Development, 1974.

2) Zajchowski, Richard A. "The Establishment Critics: A Summary of the Major Reports on Secondary Education in the 70's." Denver: Association for Experiential Education, 1978.

Course Agenda by Module

Course 3 - School Climate

Module 3.4 - Law-Related Education

Total Time 1 hour

Module Summary

This module provides a rationale for including law-related education in the curriculum and introduces programs and resources related to law-related education used by schools. By providing students knowledge of their rights and responsibilities under law and by teaching nonviolent approaches to conflict resolution, law-related education can be a significant factor in reducing violence and vandalism.

Activity/Content Summary	Time
1. Introduction	10 min.
A. Participants Take a Mind Walk	
B. Recalling the 1960's	
2. Rationale and Goals for Law-Related Education	10 min.
The historical context from which law-related education evolved, the need for law-related education, and the relationship between law-related education and crime reduction in schools is introduced.	
A. Conditions Favoring Development of Law-Related Education	
B. Law-Related Education--The Result of a Collective Response	
C. A Model for Teaching Law-Related Education as a Deterrent to Crime	
D. Three Goals of Law-Related Education	
3. Demonstration of a Law-Related Education Activity	20 min.
A. Explanation of the Activity	
B. Small Groups Use the Adversary Approach	
C. Summary of Small Group Findings	
4. Characteristics of Law-Related Education Programs	5 min.
A. The Wide Variety of Law-Related Programs	
B. Discussion and Information about National Projects	

Activity/Content Summary	Time
5. Presentation of Resources	15 min.
A. Trainer Discusses Background Material on Resources Available	
B. Small Group Activity	
Participants complete worksheets containing news items.	

About the Module

Course 3 - School Climate

Module 3.4 - Law-Related Education

Objectives

Participants will be able to--

1. Define the goals and objectives of law-related education programs
2. Discover and use methods and strategies for introducing law-related education into schools/classrooms
3. Identify curriculum materials, programs and resources suitable for teaching law-related education.

Description of Materials

Transparencies

3.4.1 - 3.4.3 Transparencies support a minilecture on "Rationale and Goals for Law-Related Education."

Participant Worksheets

3.4.1 Index
3.4.2 Classified
3.4.3 "Grin and Bear It"
3.4.4 "Momma"
3.4.5 "The World of Animals"

Background Materials

3.4.1 Case
3.4.2 National Projects of Special Interest
3.4.3 "Curriculum Materials and Resources for Law-Related Education"

Course 3 - School Climate

Module 3.2 - Law-Related Education

Worksheet I-D 3.4.1

Participant Worksheet

Index

Index

Advertising Column D11
American Stock Exchange D9
Commodities Markets D8
Company News D4
Corporate Earnings D2
Credit Markets D7
Currency Markets D8
Dividend News D4
Executive Changes D2
Foreign Stocks D8
Highs and Lows D6
Market Place D4
Money Rates D8
Mutual Funds D10
New York Stock Exchange D5
Over-the-Counter Market D10
General News D12
Obituaries D13
Weather D12

Participant Worksheet

Course 3 - School Climate

Module 3.4 - Law-Related Education

Worksheet I-D 3.4.2

Classified

TEACHERS (CORRECTIONAL)

Salary determined by Local Brd. of Educ. Pay Scale based on educ. & exper.

The Md. State Dept. of Educ. is currently accepting applications for positions as Correctional Teachers. Vacancies will be filled from a list of eligible candidates established as a result of interviews conducted from the applications received. The established eligible list will be in effect for a period of 1 yr.

These are professional level positions involving direct classroom instruction to adult learning students in correctional institutions located in Baltimore City, Jessup & Hagerstown.

MIN. QUALS: Bachelor's degree in basic reading, basic mathematics, language arts, secondary educ., special educ., adult educ. & for correctional educ.

Applicants must complete the Md. State Dept. of Educ. [illegible] application for employment [illegible] Applications for employment may be obtained in person from your local School Brd. Personnel or State Md. State Employment Service Office.

Application information supporting the applicant's qualification for the position must clearly show that [illegible] the advertised minimum qualifications. [illegible] must be directed to the State Dept. of Educ. Office of Organization & Personnel, P.O. Box 8717, BWI Airport, Baltimore, MD 21240, (301) 796-[illegible] Ext 487. Closing date for receipt of applications is 10/1/79. All applications will be acknowledged.

THE MD. STATE DEPT. OF EDUC. IS AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER WITHOUT REGARD TO RACE, SEX, OR AGE. MINORITIES, WOMEN, AND HANDICAPPED INDIVIDUALS ARE ENCOURAGED TO APPLY.

TEACHERS—High school [illegible] & science. [illegible]

TEACHER—Assistant/PT. Preschool in Georgetown, 9 to 12, M to F, send C.V. to Carrier, [illegible] Rd., N.W. D.C. [illegible]

TEACHER

Biology & Chemistry combination. Full time. Pvt. school. N.W./C.C. area. Call [illegible]

TEACHER—for severely retarded adults for pvt. center in [illegible] Md. Md. teaching certification required. [illegible]

TEACHERS AIDE—For Montessori classroom. Children ages 2½ to 5. Hrs. [illegible] Near Metro station. [illegible]

TEACHER

SPECIAL EDUCATION

The Developmental School of Washington, an integral part of the residential and day treatment program for children and adolescents of the Psychiatric Institute, is seeking a full time teacher in elementary education. Position requires certification in Special Education and certification in subject area. Minimum 2 years teaching experience required. Salary range [illegible] Interested applicants should submit their resumes to [illegible] of the Personnel Department.

THE PSYCHIATRIC INSTITUTE
[illegible] MacArthur Blvd., NW
Washington, D.C. [illegible]
An Equal Opportunity Employer

TEACHER—Opening for Spec. Ed. professional to teach, plan and direct school component of small residential facility for adolescent boys. Profes. cert. in Spec. Ed & one year of classroom exper. w/ E.D., L.D. students. Send resume to Dismas House, 7701 Old Telegraph Rd., Alex., Va. 22310.

TEACHERS — Speech Teacher, Masters degree, ASHA certified, exper. pref. Small priv. school for handicapped children. [illegible]

TEACHERS—[illegible] opportunities for speech therapists in Henry County, Va. Contact Director of Personnel, Henry County Public Schools, Box [illegible], Collinsville, Va. [illegible]

TEACHERS—[illegible] for Fall sem'tr. [illegible]

TEACHERS—MUSIC—[illegible] Music teaching [illegible] full [illegible] teachers for the organ. Should [illegible] well with beginners & intermediate students & should be familiar with piano & organ. Call Mrs. [illegible] Mon-Fri. 11 am-3 pm. [illegible]

TEACHERS AIDE—[illegible] for daycare center. [illegible] preschool exper. [illegible]

TEACHERS—Pre school & Teacher Asst. Falls Church area. [illegible]

TEACHERS—[illegible] Phys. Ed. for pvt. school [illegible] Md. certification [illegible]

TEACHERS—Fairfax. ECE degree. 2 & 3 yr. olds. Also aides. Call [illegible], Tues.-Fri.

TEACHERS—Arlington. ECE degree. 2 & 3 yr. olds. Also aides. Call [illegible], Tues.-Fri.

TEACHERS—Temple Hills, Md. ECE degree, 3 & 4 yr. olds, Kindergarten. Call [illegible], Tues.-Fri. [illegible]

TEACHERS—Special educ. certif. req., exper. w/mentally retarded adults in vocational setting pref. Send resume to Ardmore Developmental Center, [illegible] Vista Rd., [illegible], Md. [illegible] E.O.E.

TEACHER—Child care center, Accreditation, pre-school ed. & exper. teaching 2-5 yr. olds. Call [illegible] Tues.-Fri. [illegible]

TECHNICIAN

Immed. opening in research lab for entry level technician. BS degree & a working knowledge of biology & chemistry req. Call [illegible] for application.

MICRO-BIOLOGICAL, Assoc.
5221 RIVER ROAD
BETHESDA, MD. 20816
E.O.E.

TECHNICAL WRITER

PRODUCT SPECIALIST

We are looking for someone special to fill an immediate need. Arbitron, a major radio & television audience market research firm, has a position for someone with experience in writing user software specifications to work on an audience measurement system. Person must also have good math skills for verification purposes. If you have the above qualifications and can communicate effectively both orally and in written form, give us a chance to review your background & talk with you. Send a detailed resume to:

[illegible] Personnel Administrator

should have previous survey exper. Good telephone manner & ability to respond to various questions nec. Must be dependable & accurate. Sal. $4/hr. For information & to arrange for an interview please call 223-6800, ext. 217.

Equal Opportunity Employer M/F

TECHNICIAN—Typewriters. Salary + commission. Excel. benefits. Apply Rockv. Ofc. Mach. [illegible]

TECHNICIAN—Needed for a transmission electron microscopy lab. Req. deg. in biology or chemistry & 2 yrs. [illegible] Sal. range from $12,000 to $15,000. Exc. benefits. Send resume to Personnel Dept., [illegible] Hall, Univ. of Virginia, Charlottesville, Va. 22903. An equal opportunity/affirmative action employer.

TECH WRITERS—See our ad in "SPORTS" Section. VSE Corp. [illegible]

TECH WRITER

Min. 2 yrs. exper. in prep. of operating & maintenance manuals for military equipment. Call [illegible] or mail resume to:

RADIANT INC.
[illegible] S. Quaker Lane
Alexandria, Va. 22314
An equal opportunity employer

TELECOMMUNICATIONS—[illegible] program coordinator for the Public Service Satellite Consortium, a nat'l. nonprofit [illegible] organization providing telecommunication services to public service organizations. PSSC is looking for a creative, enthusiastic indiv. to coordinate innovative applications of telecommunication, [illegible] tive incl. planning, developing & coordinating delivery & distribution of programs & services. Applicant should have administrative exper. Knowl. & exper. in development, marketing & telecommunications desirable. Advanced degree desired. Submit resume w/ sal. history by Sept. 17, 1979 to Dir. Nat'l. Satellite Network, Public Service Satellite Consortium, 1660 L St. N.W., Suite [illegible], Washington, DC 20036. An equal opportunity employer.

TELEPHONE APPT. CLERKS—Falls Church, VA, am & pm, exper pref'd but will train. Salary + bonus, clear speaking voice nec. call [illegible] for interview.

TELEPHONE REPRESENTATIVES—For Md. office, prefer exper., but willing to train sharp person w/pleasant & clear phone voice. Earnings incl. hr. salary, bonus, commission, & co. benefits. Excel. for college student, secretaries, etc. Morning & evening hrs. Call Mr. Thompson [illegible]

TELEPHONE SALES—[illegible] promotion. Professionals only. Northern Va. location. Good opportunity for right person. For further info. Call Mr. Roberts, at [illegible]

TELEPHONE WORK—Northern Virginia. START IMMEDIATELY, 6 positions open, $3/hr. plus hourly bonus, plus commission, plus cash incentives, paid weekly. Mr. [illegible]

TELEPHONE OPERATOR—for prestigious downtown hotel, very courteous and pleasant voice a must. Experience helpful. Shift work. Please call [illegible]-1734.

TELEPHONE COMMUNICATORS—If you have a pleasant voice, enthusiasm, and experience in dealing w/people, our association needs you for its membership recruiting and development program. Professional atmosphere, no high pressure. Aviation background helpful but not required. Choice Georgetown location. Full benefits include training. Sal. + commission. Send resume to Wash. Post Box M 2385.

TELEPHONE SALES

LONG ON PROMISES?

SHORT ON PAYCHECK?

[illegible] weekly salary + [illegible] (soft shift). Clear pleasant voice a must. Exper. pref. but will train. Grow with new [illegible] Rockville office. Call [illegible] (10 AM-6 PM all week).

TELEPHONE SOLICITOR—Work at home. Gd. opp'ty for homemakers, students, retired or handicapped persons. Call [illegible]

TELEPHONE SOLICITORS—Earn $100 to $400, comm. weekly. Springfield, Va. Bailey's Exper. preferred. Walls avail. Call Dave. 451-2324.

TELEPHONE OPERATOR/CASHIER—F/T position, am or pm shifts, will train. Come to Falls Church Yellow Cab, 236 South Washington St., Falls Church, Va. or call [illegible]

TELEPHONE TECHNICIANS—Atlantic telephone company in Rockville, Md. needs career oriented Key & PBX installers & repair tech. w/2 yrs. min. exper. Good company benefits & pay. Call [illegible]

TELEPHONE TECHNICIANS

CALIFORNIA OPENINGS

California's leading non utility supplier of computer based & electronic business telephone systems has immed. opening for exp. telephone station/PBX/KTS installers/repair persons. 2 yrs. ROLM, CBX or TR-32 exp. pref. Excel. pay & benefits. Los Angeles based position.

CALL: MR. ADAMS COLLECT, 213-768-6761.

COMPATH
E.O.E., M/F

TELEPHONE SALES

BEST PAY PLAN
IN THE METRO AREA

$20.00

TIRE MOUNTERS—One of the fastest-growing tire service chains in the area is looking for hardworking, personable people. Openings avail. in Gaithersburg & Rockville. Excel. starting sal. + bens. w/high sal. potential. Please call [illegible] wkdays, 9-5.

TIRE SALES—Large Richmond, VA retail/wholesale operation needs aggressive, bright, motivated, person for inside sales. Good knowledge of passenger trucks, industrial tires a MUST. Starting salary, $15,000 + all company benefits. Inquire Now. Tire Corp. of America, P.O. Box 6491, Richmond, VA 23230. (804) 357-7211. Attn: [illegible] E.O.E.

TIRE SALES—Retail. Tire & Mag Wheel Savvy. Good pay, benefits. [illegible] TIRES OF SILVER SPRING, [illegible] Ga. Ave.

TOW TRUCK DRIVERS—exper. only. [illegible] Call [illegible]

TOW TRUCK OWNERS & OPERATORS—For [illegible] Call [illegible]

TOW TRUCK DRIVER—Full time. Must be over 21. Have send exper. & a good driving record. $3.50/hr. to start. [illegible]

TOXICOLOGY REPORT WRITER

Borriston Research Laboratories is presently recruiting for a report writer with one to two years experience in toxicology report writing. Applicants background should include a bachelor's degree in one of the life sciences or the equivalent in laboratory experience. Duties for the position will include assisting in the initiation of toxicity studies, coordinating and monitoring data collection, performing statistical analyses and report writing.

We offer excellent salaries and an outstanding benefits package. For interview call Bob Dunnigan at 899-3536 or send resume in confidence to:

BORRISTON
RESEARCH
LABORATORIES
5050 Beech Place

7421. EXPERIENCED ONLY NEED APPLY.

TRAVEL AGENT—Exp. good agt., expanding Pittsburg area, write A. Mancini, Fox Chapel Travel Service, 1250 Freeport Road, Pittsburg, PA 15238 or call 412 781-[illegible]

TRAVEL AGENT—Must have at least 5 years experience in ticketing, 2 full years promotional sales experience for ATC approval. Call 707/256-2556.

TREE CLIMBERS & GROUND PERSONS—Exp. only. [illegible]-5777.

TREE WORKERS—Established nationally known tree care co. seeking capable persons. Good pay and co. fringe benefits. Exper. & driver's lic. nec. Only dependable people need apply. Office in Rockville. Call [illegible] for interview. The Davey Tree Expert Co. E.O.E.

TRUCK MECH—Gas & Diesel. Own tools nec. [illegible]-1113.

TRUCK MECHANIC—small shop. Light, med & heavy duty trucks. Quality pay, quality work. [illegible] 8 a.m.-5 p.m.

TRUCK DRIVERS—Fuel truck & flat bed exper. pref. [illegible]

TRUCK DRIVER WAREHOUSEMAN

Only experienced Drivers w/[illegible] lic. need apply. To drive [illegible] speed axle truck & work in warehouse. Approx. 50% driving & 50% hard warehouse work. All co. benefits. 5 day, 42 hr. wk., [illegible] hospitalization, pension, holidays, vacation. Plenty of overtime avail. in the month of November & December. Copy of driving record is req. Call Mr. Rav aft. 10 am Tuesday for appt.

JUVENILE SALES CO.
11333 Maryland Ave.
Beltsville, Md.
937-[illegible]

TRUCK DRIVER

Rockville furn. store needs person who is exper. furniture handler. Must have B drivers lic. Excel. starting sal. Knowl. of DC metro area helpful. Call Mr. Blain, [illegible]

TRUCK DRIVERS—2. Full time, perm. Class B license pref. Must be reliable & sober. Apply [illegible] Southlawn La., Rockville, Md.

TRUCK DRIVERS—(2) Must be 21 or older. Valid chauffeurs license, 3 years driving experience. Be familiar with N. Va. 979-1700

TRUCK DRIVER—W/moving exper., immed. opening. 322-7[illegible]

TRUCK DRIVERS—Building supply experienced drivers only. Top pay & benefits. Call 587-2559.

TRAINERS—Human service consulting firm working in corrections, substance abuse, housing rehab., & other social program areas seeks applicants for positions as trainers/course coordinators in topic areas. Candidates must have experience in providing field assistance to human service programs, & must be experienced in the development and delivery of training materials. Some travel required. Salary to 24K with excellent benefits. Submit resume in confidence to Wash. Post Box M2389. EOE M/F.

TRAINING REPRESENTATIVE

A division of a large manufacturing company located in Western Maryland is seeking a Training Representative. Required is a person with proven experience in developing and conduct-

Course 3 - School Climate

Module 3.4 - Law-Related Education

Worksheet I-D 3.4.3

Participant Worksheet

"Grin and Bear It"

"Maybe the same ol' American know-how that helped you build a car that gets 90 miles per gallon will help you figure out how to get it out of the basement."

Source: The Washington Post - September 1979. Field Newspaper; Irvin, CA

Course 3 - School Climate

Module 3.4 - Law-Related Education

Worksheet I-D 3.4.4

Participant Worksheet

"Momma"

MOMMA / by Mell Lazarus

Source: The Washington Post - September 1979. Field Newspaper; Irvin, CA

Course 3 - School Climate

Module 3.4 - Law-Related Education

Worksheet I-D 3.4.5

Participant Worksheet

"The World of Animals"

The World of Animals / by Dr. Frank Miller

DEAR DR. MILLER:

Tarzan is the first cat I ever knew that loves a bath. He will actually climb right in the tub, sit there and purr while I'm bathing him. I'm sure this is an unusual question, but are frequent baths bad for a cat's skin? Tarzen doesn't have bad skin. It looks perfect, but I was wondering.

—D.B.

Water won't hurt a cat's skin. Soaps or shampoos could, depending on their ingredients and how thoroughly they're rinsed off afterward. That's really the criterion. If the shampoo isn't irritating to begin with, and if it's rinsed off thoroughly to end with, then a normal cat's skin certainly wouldn't be harmed by the process.

DEAR DR. MILLER:

It was Tuesday after our weekend trip before we discovered all those ticks on Mr. Barker.

He spent a lot of that time in the house, and we first saw a tick crawling on the floor, then found them on him. We had him dipped for ticks right away, but don't know how many crawled away in the house before we knew about them. My husband assures me that they could die in just a few days anyway, but then he's not always right.

—E.F.

Not this time, anyway. Ticks tucked away in the woodwork, or elsewhere, might make their move back to Mr. Barker—or to you—as long as a year from now.

DEAR DR. MILLER:

I read this incredible story, claimed to be true, that they've been able to transplant a living brain from one rat to another. If this is so, will they be doing this in humans soon?

—S.A.

Grafting a small section of the brain from one rat to another has been successfully done. The transferred brain cells have thrived and the recipient animal benefited. There's a definite possibility the same technique could be applied to help humans with neurological disorders. This does not mean, however, that complete brain transplants are being contemplated now or in the future. There'd undoubtedly be a scarcity of volunteers with new heads or old ones, anyway.

Source: The Washington Post. King Features Syndicate; New York, New York 10017

Course 3 - School Law

Module 3.4 - Law-Related Education

Background I-D 3.4.1

Background Materials

Case

"Leslie was with a group of classmates at a school game. During half-time, a fellow student offered to sell Leslie and the group some drugs. Leslie refused but one of the group accepted the offer.

The next day the school principal called Leslie into the office and said that the friend who bought the drugs was in critical condition caused by impurities in the drug. The principal said the school had received information that Leslie was present during the incident, and asked Leslie to identify the drug pusher. Leslie refused and was suspended by the principal.

Leslie asks that the principal's decision be turned around."

NOTE: Assume that all statements in the case are true.

Course 3 - School Climate

Module 3.4 - Law-Related Education

Background I-D 3.4.2

Background Materials

National Projects of Special Interest
Six Grantees of the OJJDP Law-Related Education Program:
Summary of Projects

The Juvenile Justice and Delinquency Prevention Act of 1974 coordinates the various Federal programs dealing with the prevention and treatment of juvenile delinquency and authorizes Federal funds to assist innovative state, local, and private programs.

This legislation created the Office of Juvenile Justice and Delinquency Prevention (OJJDP), which administers the programs designed to furnish humane treatment to juveniles with problems and to prevent, reduce, and control juvenile crimes.

The OJJDP Law-Related Education Program has funded six national organizations to provide specialized training for educators, lawyers, juvenile justice officials, and community leaders as well as to expand law-related studies for students in grades K-12.

1. American Bar Association Special Committee on Youth Education for Citizenship (ABA/YEFC)
   1155 East 60th Street, Chicago, Illinois 60637

   ABA/YEFC provides a coordinating function for all grantees, national and regional leadership conferences, publications and consulting services, and it also serves as a national clearinghouse for the OJJDP program.

2. Children's Legal Rights Information and Training Program (CLRITP)
   2008 Hillyer Place, N.W., Washington, D.C. 20009

   CLRITP will carry out a four-part program, including (1) training of 70 professionals in mental health, social services, law enforcement, and related fields; (2) training of 70 adolescents in the same fields; (3) publication of children's rights columns in student, professional, and city newspapers; and (4) preparation of a manual on children's rights for graduate students.

3. Constitutional Rights Foundation (CRF)
   6310 San Vicente Boulevard, Los Angeles, California 90048

   CRF received in February 1978 a grant award from OJJDP to provide teacher training and technical assistance in five states, using its specially written curriculum materials on criminal justice and civil justice in secondary classrooms. This award has been expanded for a second year so that existing programs now include use of community resources, peer teaching, and other CRF components as well as a national "JUST US" newspaper written entirely by students and the development of Living Law, a book for students with minimum reading skills.

4. Law in a Free Society (LFS)
606 Wilshire Boulevard, Santa Monica, California 90401

LFS has received a grant award to carry out a law-related education program for two years. The major objective of this program is the establishment of ten law-related education centers in selected areas of the nation. The nature and scope of each center's activity will vary depending upon the needs and resources at each site. Through these centers, LFS will provide teacher training and student materials for K-12 instruction.

5. National Street Law Institute (NSLI)
605 "G" Street, N.W., Washington, D.C. 20001

The NSLI program is directed to a Street Law program in high schools, with three components: (1) publication of a textbook on this subject; (2) law school clinical programs in which law students teach Street Law to high school students; and (3) technical assistance and teacher training to school districts using Street Law. The OJJDP-funded program will enable NSLI to (1) provide technical assistance and teacher training in 30 cities, (2) provide technical assistance and funding for the replication of the Georgetown University Law Center law-related education model at six law schools, and (3) develop a court-based pretrial diversion program with a law-related education component.

6. Phi Alpha Delta Law Fraternity International (PAD)
1140 Connecticut Avenue, N.W., Washington, D.C 20036

PAD is a nonprofit professional service organization in the field of law. PAD has received an OJJDP grant for a two-year program beginning February 1979. The PAD program has five components:

- It will rally its entire membership to give support to this program.
- PAD members will be urged to generally support existing local, state, and national goals to reduce crime, vandalism, and violence in the United States.
- PAD will cooperate closely with the other five grantees to assist them in their respective law-related education programs.
- PAD will select ten metropolitan areas in which to promote and support specific law-related education programs serving at least 1,620 students in the local elementary, intermediate, and secondary schools.
- All PAD law school and alumni chapters, as well as individual members of the fraternity, will be encouraged to join in this fraternity-wide program by active participation in the ten metropolitan areas and to initiate their own juvenile justice and delinquency prevention projects in other areas.

Additional information about several of these projects, as well as others, is included in the following pages reprinted from the Directory of Law-Related Education Projects, 1978, ABA/YEFC.

National Projects of Special Interest

The following projects provide a variety of consulting services, including on-site assistance, to individuals and groups throughout the country.

American Bar Association Special Committee on Youth Education for Citizenship (YEFC)

Norman Gross, Staff Director
1155 East 60th Street
Chicago, Illinois 60637
312-947-3960

The ABA Special Committee on Youth Education for Citizenship was established in 1971 to provide national clearinghouse and coordination services for individuals and groups interested or involved in law-related education. Because YEFC has no proprietary interest in any particular projects, materials or models in the field, it promotes all worthwhile efforts and helps develop programs best suited to each community's particular needs and interests.

YEFC has produced a wide variety of materials which provide practical information on how to begin and sustain law-related programs. It has prepared a film, "To Reason Why," which documents the need for law-related education and indicates ways in which lawyers and educators can cooperate in developing law-related programs. In addition to this *Directory*, YEFC has published a series of three curriculum catalogues — the *Bibliography of Law-Related Curriculum Materials: Annotated, Media: An Annotated Catalogue of Law-Related Audio-Visual Materials*, and *Gaming: An Annotated Catalogue of Law-Related Games and Simulations* — and three books on program development — *Teaching Teachers About Law: A Guide to Law-Related Teacher Education Programs, The $$ Game: A Guidebook on the Funding of Law-Related Educational Programs*, and *Law-Related Education in America: Guidelines for the Future.* YEFC also offers a new magazine, *Update on Law-Related Education*, which contains information on recent United States Supreme Court decisions, new law-related curriculum materials, classroom strategies, funding opportunities, and other matters of topical interest.

YEFC has conducted regional conferences on law-related education throughout the country and conducts research concerning major areas of program development and implementation. It also provides on-site consulting services on all aspects of law-related education to school systems, bar associations, and other interested groups.

Institute for Political/Legal Education (IPLE)

Barry E. Lefkowitz, Director
207 Delsea Drive
R.D. #4, Box 209
Sewell, New Jersey 08080
609-228-6000

The Institute for Political/Legal Education began in 1969 as a program combining classroom instruction with field work in law and politics for Burlington, New Jersey high school students. Now nationally validated by the U.S. Office of Education as an innovative project under ESEA Title IV-C, IPLE consists of a year-long social studies curriculum which provides high school students with an understanding of and practical experiences in political, governmental, and legal processes. The curriculum includes three units: voter education; state, county, and local government; and individual rights. The program uses the community as a classroom, and requires at least twenty days for student field-work and internship in local and state agencies. IPLE conducts one-week teacher education workshops to provide training in the use of its curriculum materials and strategies for structuring, organizing, and implementing IPLE in a school system. In addition, IPLE sponsors seminars and workshops on these topics as well as its annual New Jersey Model Congress where students discuss and enact legislation researched and written by themselves.

Law in Action National Office

Trudy Faust, Coordinator
393 North Euclid Avenue
Room 25
St. Louis, Missouri 63108
314-361-8626

The Law in Action national office provides workshops and informational assistance on the *Law in Action* series to educators and school systems. Designed for students in the middle grades (5-8), *Law in Action* originated as part of a pilot law-related project for eighth graders in the St. Louis Public Schools. Now published by West Publishing Company, the series includes a student book, a teacher's manual, and a silent filmstrip on each of the following topics: *Lawmaking, Juvenile Problems and the Law, Youth Attitudes and Police, Courts and Trials,* and *Problems for Young Consumers*. The series is activity-oriented and includes such teaching strategies as mock trials, simulations, and community involvement projects.

Law in American Society Foundation

Peter Senn, Executive Director
Lyceum Building
2235 North Sheffield Avenue
Chicago, Illinois 60614
312-321-8332

Since 1971, the Foundation established a nationwide network of school, college, university, and correctional projects in law-focused education, and provided administrative and limited financial support to such projects, in addition to resource and evaluation services during their pilot phase. The Foundation has also offered intensive summer teacher training institutes at both introductory and advanced levels which include instruction in law-focused substance and methodology, and offers the services of the Clearinghouse for Resource Materials, which features films, books, reports, and other law-focused materials.

The Foundation has produced a number of curriculum materials for use in elementary and secondary schools. The *Trailmarks of Liberty* series focuses on constitutional concepts appropriate for the elementary, junior high school, and senior high school grades. The *Justice in America* series, designed for use in grades 7-12, consists of six volumes on such issues as urban problems, welfare, housing, criminal law, consumer law, and the juvenile court system. The project has also produced the law-focused multi-media materials *Foundations of Justice* (for elementary school students) and *In Search of Justice* (for secondary school students).

Law, Education and Participation (LEAP)

Vivian Monroe, Executive Director
Todd Clark, Education Director
6310 San Vicente Blvd.
Suite 402
Los Angeles, California 90048
213-930-1510

Law, Education and Participation is a national project of the Constitutional Rights Foundation, a Los Angeles-based project in law-related education that has operated since 1963. The LEAP project provides consulting assistance across the United States in the following areas: developing community support for law-related programs; organizing school resource programs using the voluntary services of lawyers, law students, and justice agency personnel; designing student and teacher internships with justice agencies; planning and staffing teacher preservice and inservice training on the administration of justice; organizing school, community, and citywide conferences and seminars; and organizing peer teaching programs in law-related education. Direct assistance is available through a regional office in Philadelphia (see p.84) and a local office in Chicago (see p.31). Information about their programs is also provided in *Education for Participation*, a guidebook for teachers, administrators, lawyers, and other leaders in the field.

LEAP also disseminates student materials developed and published by the Constitutional Rights Foundation, including the quarterly *Bill of Rights in Action*, numerous simulation games (such as *Police Patrol*, the *Jury Game*, and *Kids in Crisis*), a new *Living Law* series, and other law-related materials.

Law in a Free Society (LIFS)

Charles N. Quigley, Executive Director
606 Wilshire Boulevard
Suite 600
Santa Monica, California 90401
213-393-0523

Initiated by the State Bar of California in 1970, Law in a Free Society is a K-12 civic education project conducted with the cooperation of the faculty of the University of California and other institutions of higher learning, as well as school districts, bar associations, and other groups and agencies in California and several other states. LIFS is developing a comprehensive K-12 curriculum based on eight concepts: authority, diversity, freedom, justice, participation, privacy, property, and responsibility. Preservice and inservice teacher training materials have already been prepared consisting of casebooks, lesson plans, curriculum objectives, and course outlines.

With the support of the National Endowment for the Humanities and the Danforth Foundation, the project is now developing classroom instructional materials on the eight concepts. Six sequential modules are being prepared for each concept with each module containing four sound filmstrips and tape cassettes, student resource books designed to reinforce the filmstrips, and a teacher's edition with an evaluation component.

The LIFS project staff is available to provide consulting services in the following areas: program development, inservice teacher training, and developing support for law-related programs from legal, educational, and other community organizations.

National Street Law Institute

Jason Newman, Director
Edward O'Brien, Deputy Director
605 G Street, N.W.
Washington, D.C. 20001
206-624-8217

The National Street Law Institute is an outgrowth of a six-year-old Georgetown University program in which law students teach about the law in District of Columbia public high schools. The project now works with law schools nationwide to help them design clinical programs in which law students receive credit for teaching a Street Law course in area high schools and correctional institutions, and conducts widespread teacher education programs. The programs emphasize areas of law as they apply to individuals in their daily lives.

Its national text, *Street Law: A Course in Practical Law*, consists of units on criminal law, consumer law, family law, housing law, environmental law, and individual rights law; a teacher's manual provides background and legal case materials as well as sample mock trials. The project has also published *Street Law: A Course in the Law of Corrections*, consisting of both student and teacher materials.

In addition, the project provides the following services: teacher training and other assistance with curriculum development, instructional methodology, mock trials, and areas of substantive law; technical assistance to school systems, law schools, departments of corrections, bar associations and other interested groups; and development and dissemination of legal education materials.

Course 3 - School Climate

Module 3.4 - Law Related Education

Background I-D 3.4.3

Background Materials

Curriculum Materials and Resources for Law-Related Education

Susan E. Davison

Over the past decade a wide variety of approaches to law-related curriculum has evolved. Some of these approaches have been very practical, aimed at teaching students the skills which may help them cope with the legal system when they encounter it: What to do if you are arrested, what it means to sign a contract, how to initiate civil proceedings, and so on. The best of these programs also give an overview of the legal system and an understanding of how law is used to mediate conflicts between individuals and between individuals and society. The National Street Law Institute in Washington, D.C. is one group which has developed such materials. *Street Law: A Course in Practical Law* includes basic information about criminal law, consumer law, family law, housing law, individual rights, and environmental law. These substantive areas are explored through problem-centered discussion questions and activities which encourage students to wrestle with issues in the same way the courts must. They thereby promote student knowledge about the law, increase understanding and appreciation of our legal system, and encourage the development of critical thinking skills.

On the opposite end of a continuum reflecting types of approaches is that taken by such projects as Law in a Free Society, a project in Santa Monica, California, supported by the National Endowment for the Humanities and the State Bar of California. Instead of organizing a curriculum around legal information students should know, the materials are built around eight fundamental and pervasive concepts of our legal and political systems: justice, responsibility, diversity, authority, freedom, participation, privacy, and property. There is much emphasis on clarifying values and developing critical reasoning abilities. Law is viewed from a broad, humanistic, and interdisciplinary perspective: How is it that disputes in our society can be settled? How can we direct our social interactions to maximize individual rights while insuring societal safety and well being? What are the merits and liabilities of any particular course of action?—or, more concretely, from a student's viewpoint: How can we decide on rules for a game at recess? Who should make school policy decisions? Should we support gun control legislation?

Somewhere in between these two approaches—the practical and the conceptual—lie a number of others which incorporate in varying degrees the ideas of both. The materials chosen by any particular system will depend on the objectives desired, the needs of the student audience, and the abilities and training of teachers who will be using the program.

There are increasingly more materials to choose from, especially for secondary students. Among these, some are of superior quality. Many others will be helpful to creative teachers who can use them in imaginative ways. A few materials, however, are clearly off the track which thoughtful educators would want to travel. These materials tend to emphasize unquestioned compliance with and respect for the law. Their message is usually clearly stated, but may be included more subtly: "Don't disobey this rule or law or some terrible consequence (punishment) will befall you."

Quality law-related education programs encourage students to identify and analyze issues, not to learn uncritically legal facts and principles. Such programs thereby promote the development of thoughtful and active citizens who are better prepared to understand and deal with the many facets of their lives which are touched by the law.

Getting Started

This article concentrates on law-related curriculum materials for the social studies classroom (addresses for distributors appear at the conclusion of the article). It may be useful, however, to begin by listing resource materials which provide a broader focus. The American Bar Association Special Committee on Youth Education for Citizenship has produced a number of resource materials. These and others are listed below. Additional resource materials may be secured from many of the organizations described in the latter part of this article.

Source: Susan E. Davison, published in Social Education, March 1977.

Reflections on Law-Related Education (Working Notes Series). Davison, Susan E., editor. American Bar Association, Special Committee on Youth Education for Citizenship (1973), 16 pp., paperback. Speeches presented at the ABA Regional Conference on Law-Related Education in Philadelphia in 1973 describe the theory and practice of law-related education in elementary and secondary schools.

Law-Related Education in America: Guidelines for the Future. White, Charles J., III, et al. American Bar Association, Special Committee on Youth Education for Citizenship (1975), 240 pp., paperback. This book reports on the activities of many law-related projects (K–12) throughout the country and recommends guidelines for the administration, funding, and pedagogy of such projects.

The $$ Game: A Guidebook on the Funding of Law-Related Educational Programs (Working Notes Series). White, Charles J., III, editor. American Bar Association, Special Committee on Youth Education for Citizenship (1975), 68 pp., paperback. A series of articles which offer suggestions for identifying funding sources, writing funding proposals, securing community support, and institutionalizing programs. Also includes addresses of sources of information on private and public funding and a bibliography of materials on funding.

Teaching Teachers About Law: A Guide to Law-Related Teacher Education Programs (Working Notes Series). White, Charles J., III, editor. American Bar Association, Special Committee on Youth Education for Citizenship (1976), 216 pp., paperback. Articles discussing components of successful teacher education efforts as well as descriptions of a wide variety of law-related teacher education programs. Also contains a special section on elementary teacher education.

Bibliography of Law-Related Curriculum Materials: Annotated (second edition) (Working Notes Series). Davison, Susan E., editor. American Bar Association, Special Committee on Youth Education for Citizenship (1976), 116 pp., paperback. Descriptions of more than 1,000 law-related books and pamphlets for elementary and secondary classroom use and teacher reference.

Media: An Annotated Catalogue of Law-Related Audio-Visual Materials (Working Notes Series). Davison, Susan E., editor. American Bar Association, Special Committee on Youth Education for Citizenship (1975), 79 pp., paperback. Describes over 400 films, filmstrips, records, tapes, and other audio-visual material which can be useful in K–12 law-related education programs.

Gaming: An Annotated Catalogue of Law-Related Games and Simulations (Working Notes Series). Davison, Susan E., editor. American Bar Association, Special Committee on Youth Education for Citizenship (1975), 31 pp., paperback. Provides descriptions of over 130 law-related games and simulations useful to K–12 teachers. Each entry indicates grade level, release date, length of playing time, and number of players.

The Adolescent, Other Citizens and Their High Schools. National Task Force For High School Reform. McGraw-Hill Book Company (1974), 119 pp., paperback. A report of the task force commissioned by the Kettering Foundation to study education for responsible citizenship. Presents many recommendations on such topics as the need for students to understand their rights and the need for citizens and parents to become more involved in the activities of high schools.

Teaching About the Law. Gerlach, Ronald A. and Lynn W. Lamprecht. W. H. Anderson Company (1975), 354 pp., hardback. A complete overview of K–12 law-related education. Chapters provide a rationale for teaching law in elementary and secondary classrooms; the history and future of law-related education; descriptions of curriculum materials; analyses of ways to use community resources; techniques of using legal reference material; suggestions for using case study, clarification strategies, and simulation; information on evaluation strategies; and suggestions as to how the school system can organize programs and train teachers. Selected bibliography provided for each chapter.

A Critical Review of Curriculum Materials in Civic and Legal Education. Law in a Free Society. Law in a Free Society (1973), 16 pp., paperback. A booklet outlining criteria which may be used in choosing or developing a good law-related curriculum. Twenty-one behavioral objectives are discussed, with examples of how current materials are or are not meeting each objective.

Education for Citizen Action: Challenge for Secondary Curriculum. Newmann, Fred M. McCutchan Publishing Corporation (1975), 198 pp., hardback. Declares that most citizens are unable to exert their influence on public policy, and provides a rationale and suggestions for teaching students the necessary skills, knowledge, and attitudes to be actively involved in public issues. Appendix includes organizations supporting community involvement projects, and a list of citizen action organizations.

Education for Participation: A Development Guide for Secondary School Programs in Law and Public Affairs. Clark, Todd. Constitutional Rights Foundation (1974), 64 pp., paperback. Provides several models for developing effective components of law-related education programs, including conferences, field experiences, in-service programs, and the use of lawyers and law students. Also includes information on funding, teaching materials and methods, and programmatic resources.

Moral Reasoning: A Teaching Handbook for Adapting Kohlberg to the Classroom. Galbraith, Ronald E. and Thomas M. Jones. Greenhaven Press, Inc. (1976), 209 pp., paperback. Explains the work and theories of educational psychologist Lawrence Kohlberg and provides model strategies for helping elementary and secondary students develop moral and legal reasoning skills. Sample moral dilemmas are provided for both elementary and secondary levels. These may be reproduced by teachers for classroom use.

Building Foundations: Law-Related Education for Elementary Students

There are unfortunately many fewer law-related curriculum materials for elementary children than for students in secondary schools. In the past, K–6 teachers have been left largely on their own to develop and adapt materials. The materials described below were designed specifically to teach law-related concepts and content.

Citizenship Adventures of the Lollipop Dragon. Society for Visual Education (1976), color sound filmstrips, 8–13 minutes. Grades K–3. Six stories from the Kingdom of Tum Tum which emphasize law-related concepts. In *Freedom of Choice: Make Mine Purple*, Prince Hubert discovers that individuals have their own preferences and are not agreeable to having him determine the color of their homes. In *Choosing a Leader: Charley the Great?*, the children of Tum Tum decide to have a president of their club and learn some things about authority, fairness, and prudent methods of choosing leaders. In *Rules Are Important: A Mixed-Up Mess*, Prince Hubert thinks he'd like to do without rules for a while until he participates in an anarchistic pie-eating contest. In *The Majority Rules: A Secret That Grew*, the people of Tum Tum find a way to solve disagreements about how to surprise the Queen on her birthday. In *Changing Rules: It's Different Now*, Princess Gwendolyn helps the roadbuilder and learns many things about rules, including how they originate and how to change them when necessary. In *Civic Responsibility: Living Dreams*, the Lollipop Dragon and the people of Tum Tum help the King and Queen make the Kingdom a better place. Many segments include "stops" to encourage discussion and conclude with open-ended questions for young viewers. Teacher's guide provided.

Citizenship Decision-Making Instructional Materials. Citizenship Development Project: Experience-Based Education for a Complex Society. Citizenship Development Program (1976), 300 pp., paperback. Grades 4–6. These materials are designed to involve students in exercises which develop awareness and understanding of political decision-making. Conflict resolution, the need for rules and laws, methods of issue analysis, the function of authority, and other basic legal and political concepts and processes are examined in concrete contexts.

Foundations of Justice. Law in American Society Foundation. Charles E. Merrill Publishing Company (1975), kit. Grades 4–6. This inquiry-oriented filmstrip program can be adapted for use with slightly older children. In *Tree House: Challenge in Democracy*, a group of children must overcome organizational difficulties while building a tree house. *Sunshine Valley: Resolving Conflicts* centers on conflicts over land use and rights when Martians

buy the air above Sun Valley and build huge mushroom-shaped houses which block out the sun. In *The Battle of Oog and Ugh: The Adversary Process*, two cavemen try to settle a dispute over the ownership of a sabertoothed tiger. In *Twice the Price: A Value Judgement*, two boys pass out leaflets protesting a rise in school milk prices. The student activity book involves a number of strategies including mock trials, value clarification exercises, case studies, and vocabulary exercises. Kit includes 4 color sound filmstrips, student activity booklets, and teacher's guide.

Law and Justice for the Intermediate Grades: Making Value Decisions. Pathescope Educational Films, Inc. (1974), color sound filmstrips, 13 minutes each. Grades 4–6. Each filmstrip poses open-ended questions about situations in which difficult decisions must be made. In *The Case of the Blue and White Whistle*, Calvin is accused by some members of his basketball team of stealing a whistle. Evidence for and against him is presented to his teammates, who must decide if he can remain on the team. In *The Case of the Stolen Hubcaps*, a young boy watches his brother steal a hubcap. He extracts a promise not to tell from his friend, who also saw the theft. When his friend finally informs the police, the audience must decide what the proper limits to loyalty should be. *The Case of the Boss* is the story of a young man who must decide whom to hire to help him in the store where he works.

Law in Action Series. Riekes, Linda and Sally Mahe. West Publishing Company (1975, 93–136 pages each, paperback. Grades 5–9. Each unit booklet of this excellent series contains effective activities and inquiry-oriented lessons that can be used easily at several grade levels. Silent filmstrips which reinforce activities are also available. Booklets include *Courts and Trials*, *Juvenile Problems and Law*, *Law-making*, *Young Consumers*, and *Youth Attitudes and Police*.

Law in a Free Society Instructional Units. Law in a Free Society (1975–1977), kits. Grades K–12. Kits currently available include *On Authority* and *On Privacy*. *On Responsibility*, *On Justice*, *On Diversity*, *On Freedom*, *On Participation*, and *On Property* are in preparation. The materials, which include sound filmstrips, student resource books, teacher guides, and evaluation instruments, involve students in examining each concept in relation to specific and concrete problems. Separate kits are provided for lower primary, upper primary, lower intermediate, upper intermediate, junior high and senior high. Extensive materials for in-service teacher education available on all concepts.

Law in a New Land (Trailmarks of Liberty Series). Ratcliffe, Robert H., editor. Houghton Mifflin Company (1972), 102 pp., paperback. Grades 4–5. The development of law in America as seen through colonial legal cases, the Constitution, the Bill of Rights, and major policies and court decisions which interpreted the Constitution. Glossary, discussion questions, drawings, and photos.

The Rights and Responsibilities of Citizenship in a Free Society: A Law-Oriented Curriculum Guide for Grades K–12. The Missouri Bar Advisory Committee on Citizenship Education and the Missouri Department of Elementary and Secondary Education. The Missouri Bar (1976), 450 pp., available with and without cover. Describes over 200 law-related educational activities on various aspects of law for students, K–12. The activities are cross-indexed by educational objectives, age group and course subject. Appendix includes bibliography and resource text for teachers on such subjects as "Why the Law?", "Major Supreme Court Decisions and Their Impact on U.S. History," and "The Bill of Rights and Individual Civil Liberties."

Shiver, Gobble and Snore: A Story About Why People Need Laws. Simon and Schuster (1972), 48 pp., hardback. Grades K–3. The story of three imaginary friends who escape from a society full of nonsensical laws to discover that certain kinds of laws are necessary for amicable living. Illustrated, with activity suggestions. (See the film version: *Why We Have Laws: Shiver, Gobble and Snore*, described below.)

Why We Have Laws: Shiver, Gobble and Snore (Basic Concepts Series). Learning Corporation of America (1970), 16mm color film, 7 minutes. Grades K–6. Shiver, Gobble and Snore, three cartoon characters with idiosyncratic needs, escape the tyranny of their country only to discover that they cannot live happily together in their new land without developing some laws. Can be used with older audiences, including adults. (See the book version, *Shiver, Gobble and Snore: A Story About Why People Need Laws*, described above.)

Exploring Social Relationships

Some excellent materials are not found under "law" or "citizenship" categories but are classified under "values," "guidance" or "moral development." Similarly, materials which help children explore social relationships can also be used. I have listed some from these areas that I believe can be especially helpful in teaching law-related concepts to elementary students.

The Boy Who Liked Deer (Learning to Be Human Series). Learning Corporation of America (1976), 16mm color film, 18 minutes. Grades 5–9. Jason, a boy who loves to help care for the deer in a local park, joins with his friends in acts of unfeeling vandalism. One "prank" includes breaking into the feeding bin in the deer park. Unknowingly, the boys spill poison into the deer's feed. The deer become very sick, and Jason begins to painfully understand how deeply his actions can affect others.

First Things: Social Reasoning Series. Guidance Associates (1974), color sound filmstrips, 6–10 minutes each. Grades K–4. Each of the four student kits contains 2 open-ended filmstrip stories which encourage children to use social reasoning abilities. In *How Do You Know What Others Will Do?*, two situations are presented in which children need to analyze what might have been the actions of others. The stories in *How Would You Feel?* ask children to put themselves in the places of others and understand other points of view. In *How Can You Work Things Out?*, children are challenged with situations in which actions that affect other people's feelings must be dealt with. The stories in *How Do You Know What's Fair?* encourage students to analyze what fairness means in everyday life situations. *A Strategy for Teaching Social Reasoning* provides theoretical background on the development of social reasoning skills, as well as some strategies for teachers to use in organizing discussions and activities. Teacher's guide for all segments offers concrete suggestions and guidance for the teacher.

First Things: Values Series. Guidance Associates (1972), color sound filmstrips, 6–9 minutes. Grades K–3. Each of the five sets contains two filmstrips which pose open-ended dilemmas of high interest to young children. *The Trouble with Truth* presents two situations in which telling the truth might be quite painful. In *You Promised!*, the audience must decide the relative importance of keeping promises. *That's Not Fair!* uses a fantasy story to show the difficulty in making fair decisions. In *What Do You Do About Rules?*, also a fantasy story, children must decide whether circumstances justify the breaking of a rule and what a fair punishment might be. *But It Isn't Yours . . .* raises questions about fairness and property rights. *A Strategy for Teaching Values* contains three filmstrips for use with in-service teachers. Teacher guides suggest creative ways to use the filmstrips. Series consultant was Lawrence Kohlberg, prominent Harvard educational psychologist.

The Lemonade Stand: What's Fair? Encyclopaedia Britannica Educational Corporation (1970), 16mm color film, 14 minutes. Grades K–6. Two boys go into business together selling lemonade. One boy, somewhat discouraged by lack of sales and enticed by other boys to join their ball game, fails to return to the lemonade stand after a lunch break. A road work crew discovers the lemonade enterprise and buys all the lemonade. The boy who continued to work at the stand does not want to split the money equally with his partner, and some interesting questions are raised as to what is fair. Teacher's guide provided.

Micro-Community II for Elementary Grades 4-5-6. Dave, Ann, Holly Churchill and William B. Jarvis. Classroom Dynamics Publishing Company (1973), kit. Grades 4–6. Students can create a micro-community in which a government is organized, a constitution developed, class laws made, law enforcement procedures explored, and an economy made operable. Designed to indicate that actions which benefit the group in some ways also benefit individuals. May be integrated into already existing

components of most elementary curricula. Includes teacher manual, student worksheets and forms, posters, and play money.

Noisy Nancy Norris. Guidance Associates (1967), color sound filmstrip, 13 minutes. Grades K–3. Nancy, like many children, loves to make noise. However, when all her noise results in complaints from the landlady, Nancy learns to be quiet and cooperative. Presented in cartoons. Teacher's guide provided.

Powderhorn. Shirts, R. Garry. Simile II (1971), kit. Grades 5–6. A simulation in which students play pioneers who need to trade resources with one another. One group of traders eventually is given more power than the others and is in a position to make the rules which govern trading. Other groups may follow a number of alternatives to counteract the tyranny of the ruling group. Includes instructor's guide, wall charts, badges, and trading cards. For 18–35 players, 1–2 hours playing time.

Role-Playing for Social Values: Decision-Making in the Social Studies. Shaftel, Fannie R. and George Shaftel. Prentice-Hall, Inc. (1967), 431 pp., hardback. Teacher. Discusses the functions and value of role-playing and simulating experiences, focusing on role-playing as a key to providing practice in the decision-making process. Primary emphasis is placed on role-playing in the elementary grades. Includes numerous examples of how role-playing can be used and provides many stories which can serve as bases for role-playing activities and increased understanding of honesty, responsibility, fairness, and other basic legal/moral concepts.

The Super Duper Rumors: Lessons in Values. Salenger Educational Media (1974), color sound filmstrips. Grades K–2. Two sound filmstrips provide children with enjoyable stories through which they can explore how rumors develop. The picture cards can aid in the discussion which will follow the filmstrips. In *The Substitute Teacher*, a class imagines what their new teacher will look like, and rumors describing a frightful person evolve. Finally, they meet him, and are quite delighted that he is not as the rumors described. In *The Aminal*, a rumor about "the green aminal Patrick caught" evolves in some children's mind to the point where they envision a monster. They are quite surprised to discover eventually that the "aminal" is a friendly turtle. Useful in helping young children understand the importance of "getting the facts." Also suitable for some pre-schoolers. Teacher's guide and sequencing picture cards provided.

Values for Grades K–3 Series. Churchill Films (1969), 16mm color films, 13–14 minutes each. Grades K–3. Open-ended stories through which basic social values can be explored. *The Bike* is about two boys who "borrow" and damage another child's bicycle. *Lost Puppy* shows a young girl who must weigh her responsibility to obey her mother against her desire to find her lost dog. In *On Herbert Street* a boy must decide whether to deceive his new friend so that his old gang can steal the friend's collection of returnable pop bottles.

Values for Grades 4–6 Series. Churchill Films (1969), 16mm color films, 15–19 minutes each. Grades 4–6. Open-ended stories through which basic social values can be explored. *The Clubhouse Boat* tells the story of a child pressured by friends to "borrow" money. In *Trick or Treat* older boys encourage younger children to play a dangerous trick. In *Paper Drive* (also intended for teacher training sessions) children in one class cheat in a contest to collect newspapers, and both the children and the teacher have some difficult decisions to make.

Why We Need Each Other: The Animals' Picnic Day. (Basic Concepts Series) Learning Corporation of America (1973), 16mm color film, 10 minutes. Grades K–3. After some animals make fun of others, they find out that they all can be important to the group as they work together against an impending flood disaster. Teacher's guide provided.

Why We Take Care of Property: The Planet of the Ticklebops (Basic Concepts Series). Learning Corporation of America (1976), 16mm color film, 12 minutes. Grades K–3. The people of the planet Nice always took good care of their property. One day two children decided to start breaking things. This eventually results in a severe deterioration of the quality of life on Nice. The film ends optimistically as everyone works together to rebuild their society. Also available in Spanish.

Children's Literature

Children's literature is yet another avenue through which to explore law. A look through your school's library shelves might be quite useful. Many stories have good places to stop the narrative and analyze the issues involved. I have listed just a few of the possibilities below.

Alice in Wonderland. Carroll, Lewis. Grades K–12. This famous tale can be used to raise law-related issues, especially relating to due process. It is published in numerous editions for all grade levels, with or without illustrations and notes.

The Cat in the Hat. Seuss, Dr. Beginner Books (1957), 48 pp., hardback. Grades K–2. While Mother is out, Sally and her brother have a strange visitor who makes himself more than at home in their house. Raises questions about responsibility and property. Also available in Spanish.

Horton Hatches the Egg. Seuss, Dr. Random House, Inc. (1940), 64 pp., hardback. Grades K–3. Mayzie the Bird persuades Horton the Elephant to sit on her egg while she goes on a brief errand. When Mayzie does not return, Horton must decide how far his responsibility for the egg extends. Also raises questions about fairness when, after much hardship for Horton, Mayzie comes to claim her soon-to-hatch egg.

Horton Hears a Who. Seuss, Dr. Random House, Inc. (1954), 64 pp., hardback. Grades K–3. A sensitive story about Horton the Elephant's perseverance in protecting a minute society hidden deep in a fuzz ball. His continual persistence in asserting that "A person's a person no matter how small" can be used as the basis for young children to discuss responsibility, different points of view, discrimination, and many other subjects basic to an understanding of justice.

On the Other Side of the River. Oppenheim, Joanne. Franklin Watts, Inc. (1972), 32 pp., hardback. Grades K–3. A little town is divided by a river. The people who live on each bank quarrel, and everyone is initially relieved when a storm collapses the bridge connecting the two parts of the town. However, they soon learn that they need their neighbors. They rebuild the bridge and begin to enjoy their interdependence.

The Real Thief. Steig, William. Dell Publishing Company, Inc. (1974), 64 pp., paperback. Grades 3–6. Gawain the Goose is accused of stealing the royal treasury. The king and his friends are too quick to convict him on circumstantial evidence. Gawain flees and, when it is discovered that he was not the thief, it is very hard to find him. The story may be used in discussing due process and the advantages of a slow and careful system of justice.

Thidwick: The Big-Hearted Moose. Seuss, Dr. Random House, Inc. (1966), 64 pp., hardback. Grades K–4. Thidwick is taken advantage of by many forest free-loaders who decide to make their homes in his antlers. Raises questions about justice, responsibility, property, and other basic law-related concepts.

Expanding Horizons: Law-Related Education in Junior and Senior High School

A wide variety of law-related educational materials, with varying approaches and levels of sophistication, is now being introduced into the secondary school curriculum. Although many schools prefer to integrate law into already existing courses, there recently have been more and more courses and units developed specifically on law. There follow descriptions of fairly comprehensive materials which could be the bases of such courses or units.

The American Legal System. Summers, Robert S., A. B. Campbell and Gail Hubbard. Ginn and Company (1974), 64 pp. each, paperback. Grades 10–12. Five booklets including *Society's Need for Law*, *The Techniques of Law*, *Law and Social Change*, *Constitutional Protection of Basic Social Values*, and *The Limits of the Law*. Presents basic legal concepts through real and hypothetical cases, ex-

tracts from laws and court opinions, and illustrative materials. Inquiry-oriented with factual and open-ended questions. Includes photos, cartoons, charts, and facsimiles of legal documents. Teacher's guide available. Especially appropriate for advanced students.

In Search of Justice. Law in American Society Foundation. Charles E. Merrill Publishing Company (1975), kit. Grades 7–12. This inquiry-oriented program uses case studies in eight, color, sound filmstrips to explore the legal system and some basic concepts of law. *Law: A Need for Rules?* deals with police power and the balance between individual rights and the need to protect society. *Youth: Too Young for Justice?* shows the difference between adult and juvenile criminal procedures. *Free Expression: A Right to Disagree?* raises questions about the nature of "speech" and the scope and limits of the right to free speech. *Discrimination: Created Equal?* focuses on discrimination against blacks and women. *Consumer Law: Cash or Court?* examines the rights and responsibilities of buyers and sellers in a credit economy. In *The Accused: Too Many Rights?* the rights of the accused are examined in a hypothetical investigation of a man suspected of selling drugs. *Landlord/Tenant: Who Is Responsible?* examines the landlord/tenant relationship. *Welfare: A Right to Survive?* asks who should be eligible for aid and whether rights of welfare recipients differ from rights of those not receiving welfare. The student activity book involves a number of strategies including mock trials, value clarification exercises, case studies, and vocabulary exercises.

Juris: An Interaction Unit Introducing Contracts, Torts, Juvenile and Criminal Law. Zarecky, Gary and William M. McCarty. Interact (1975), 23 pp., paperback. Grades 7–12. The student book explains the background of our legal system and the basic elements of law relating to contracts, torts, juvenile law, criminal law. The teacher's guide suggests various activities through which students can investigate hypothetical cases relating to the areas of law discussed in the student book.

Justice and Order Through Law. Summers, Robert S., A. B. Campbell and J. P. Bozzone. Ginn and Company (1974), 48 pp. each, paperback. Grades 7–9. Five booklets including *Our Laws and Legal Process—Do We Need Them?*, *Our Legal Tools—What Are They?*, *Basic Functions of Law in Our Society*, *Process Values—How Our Law Does Its Job Also Counts*, and *The Limits of Law*. Extensive use of real and hypothetical cases dealing with civil, criminal, and constitutional law. Inquiry-oriented with factual and open-ended questions. Includes photos, cartoons, charts, and facsimiles of legal documents. Teacher's guide available.

Justice in America Series. Law in American Society Foundation. Houghton Mifflin Company (1974), 78–180 pp., paperback. Grades 7–12. Six books centering on law in our urban society. *Crimes and Justice* investigates laws and their functions, discusses criminal procedure and legal decisions affecting the rights of the accused, and includes a general discussion of crime in the United States. *Landlord and Tenant* discusses the obligations and rights of those parties. *Law and the City* studies law in relation to city government and urban problems. *Law and the Consumer* approaches consumer law through simplified cases, discussion questions and activities covering consumer protection, advertising, and credit. *Poverty and Welfare* discusses various government welfare plans and court decisions on welfare cases. *Youth and the Law* covers family law, juvenile crime, and juvenile court, using real and hypothetical cases to define various offenses. Teacher's guide available.

Law in Action Series. Riekes, Linda and Sally Mahe. West Publishing Company (1975), 93–136 pp., paperback. Grades 5–9. Each unit booklet of this excellent series contains effective activities and inquiry-oriented lessons that can be used easily at several grade levels. Silent filmstrips are also available. Booklets include *Courts and Trials*, *Juvenile Problems and Law*, *Lawmaking*, *Young Consumers*, and *Youth Attitudes and Police*.

Law in a Free Society Instructional Units Series. Law in a Free Society (1975–1977), kit. Grades K–12. Kits currently available include *On Authority* and *On Privacy*. *On Responsibility*, *On Justice*, *On Diversity*, *On Freedom*, *On Participation*, and *On Property* are in preparation. The materials, which include sound filmstrips, student resource books, teacher guides, and evaluation instruments, involve students in examining each concept in relation to specific and concrete problems. Separate kits are provided for lower primary, upper primary, lower intermediate, upper intermediate, junior high, and senior high.

The Rights and Responsibilities of Citizenship in a Free Society: A Law-Oriented Curriculum Guide for Grades K–12. The Missouri Bar Advisory Committee on Citizenship Education and the Missouri Department of Elementary and Secondary Education. The Missouri Bar (1976), 450 pp., available with and without cover. Describes over 200 law-related educational activities on various aspects of law for students, K–12. The activities are cross-indexed by educational objectives, age group and course subject. Appendix includes bibliography and resource text for teachers on such subjects as "Why the Law?", "Major Supreme Court Decisions and Their Impact on U.S. History," and "The Bill of Rights and Individual Civil Liberties."

Street Law: A Course in Practical Law. Newman, Jason and Edward O'Brien. West Publishing Company (1975), 281 pp., paperback. Grades 8–12. Provides information on the practical aspects of law. Aimed at teaching students how to make the law work for them. Includes material on criminal law, consumer law, family law, housing law, law affecting individual rights, and environmental law. Suggests over 150 open-ended problems for discussion. Appendices include the amendments to the Constitution (including the proposed Equal Rights Amendment) and a glossary. Photos. Teacher's guide includes references to key cases and statutes, suggested teaching strategies, and detailed mock trials for each subject area. Teacher's guides available.

Studying About the Constitution and the Bill of Rights

Study of the Constitution and Bill of Rights is emphasized in all secondary schools. In the past, many of these studies have been lifeless and dull. There are now more materials, however, which I believe can be especially useful and interesting teaching tools. Studying the Constitution and Bill of Rights can be an exciting and dynamic experience. It is also essential to the education of responsible citizens. The materials below were designed especially to emphasize the Constitution and Bill of Rights. Of course, many other law-related materials listed elsewhere also relate to this important area.

The American Judicial System (Oxford Spectrum Series). Starr, Isidore. Oxford Book Company (1972), 116 pp., paperback. Grades 9–12. Comprehensive and easily understandable discussion of federal courts, with emphasis placed on the history and operation of the Supreme Court. Includes many landmark cases, including the conspiracy trial of the Chicago Eight, *Marbury v. Madison* (the power of judicial review), *Gibbons v. Ogden* (the power of Congress to legislate interstate commerce), *Dartmouth College v. Woodward* (right to contract), *Ex Parte Milligan* (separation of military and civil jurisdictions) and many others. Discussion questions and activities suggested, including follow-up reading.

The Bill of Rights in Action Series. BFA Educational Media (1966–1976), 16mm color films, 14–23 minutes. Grades 7–12. Twelve films which present cases involving legal issues. The decisions are left open-ended to promote discussion. In *Capital Punishment*, a convicted felon argues that his mandatory death sentence is unconstitutional under the 8th Amendment. In *De Facto Segregation*, an open hearing on a school busing plan is held. A hearing for a college student who asserts that he has been suspended without due process is presented in *Due Process of Law*. *Equal Opportunity* presents an arbitration hearing between a company and union after a black employee in a factory is promoted ahead of a white employee with seniority. In *Freedom of Religion*, the question of the proper limits of religious freedom is raised when a pregnant Jehovah's Witness refuses a blood transfusion which would save her life and the life of her unborn child. *Freedom of Speech* is about the case of a neo-Nazi who is arrested for disturbing the peace after making a speech on the virtues of Hit-

ter in front of a synagogue. In *Freedom of the Press*, a reporter refuses to answer a grand jury's questions about the sources of his information. *Juvenile Law* contrasts the due process rights of adults with the special provisions made for juveniles and uses a hypothetical case in which the constitutionality of denying equal treatment is raised. *The Privilege Against Self-Incrimination* is a fictional account in a future society in which a defendant's right against self-incrimination is raised when he is confronted with the state's "truth machine." *The Right to Legal Counsel* explores indigents' rights to counsel using *Betts v. Brady* and *Gideon v. Wainwright*. In the *Right to Privacy* the limits and scope of the right to privacy are examined in a hypothetical case in which electronic eavesdropping devices are used to obtain evidence to get a search warrant. *The Story of a Trial* follows a petty theft case showing the rights of the accused which are protected during arrest, arraignment and trial. *Women's Rights* involves a case in which a high school girl is prohibited from swimming on the boys' team in her school.

Bill of Rights in Action Newsletter. Constitutional Rights Foundation. Constitutional Rights Foundation, School Year Quarterly. Grades 8–12. Provides classroom activities, book reviews, cartoons, synopses of cases, and other material for teachers and students interested in law and the criminal justice system. Issues often contain simulations and materials for mock trials. Back issues are available on school integration, women's rights, protest, student rights, and other subjects. Issues published in September, November, February, and April.

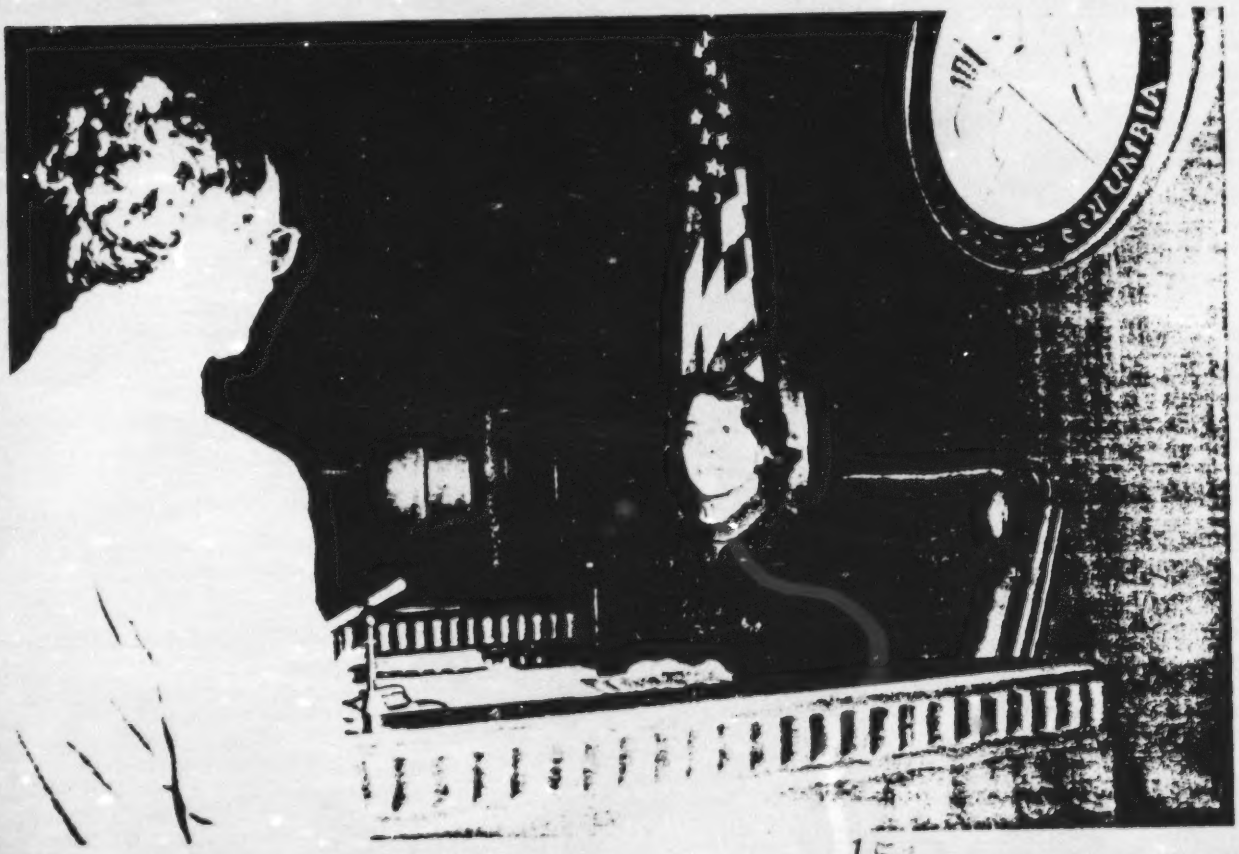
Civil Liberties: Case Studies and the Law. Parker, Donald, Robert O'Neil and Nicholas Econopouly. Houghton Mifflin Company (1974). 242 pp., paperback. Grades 9–12. Presents the legal bases for the rights of the accused, equal opportunity under law, property rights, and freedom of religion, speech, press, and assembly. Uses hypothetical cases and simplified examples of the application of law. Chapter on *Gideon v. Wainwright* (right to counsel).

Great Cases of the Supreme Court (Trailmarks of Liberty Series). Ratcliffe, Robert H., editor. Houghton Mifflin Company (1975). 131 pp., paperback. Grades 7–8. Case book which makes journalistic presentations of famous cases on freedom of religion and expression, search and seizure, slavery and citizenship, the right to vote, equal opportunity, and criminal procedure. Each case has discussion questions and activities. Glossary, list of cases, mock trial and trial script. Decisions for the cases are provided in a supplement to the book. Teacher's guide provided.

Ninth Justice: A Board Game of the Supreme Court and Judicial Process (American Political Behavior Series). Gillespie, Judith A. Ginn and Company (1972). kit. Grades 9–12. A card and board game designed teach students about the judicial proce of the Supreme Court, especially as it re lates to the recruitment of the ninth justice, the influence of a ninth justice on decision-making in major cases, and the societal impact of a ninth justice on court decisions which set precedents. Uses two hypothetical court cases—legalizing marijuana and abolishing school dress codes—in which civil rights issues are involved. Includes teacher's guide, six participant guides, six game boards, six decks of cards, two duplicating masters of score sheets, and a transparency diagram. For 4–48 players, 2–3 class periods.

Our Living Bill of Rights Series. Starr, Isidore. Encyclopaedia Britannica Educational Corporation (1968). 55–72 pp., paperback. Grades 9–12. Excellent booklets on landmark cases of the Supreme Court. Includes *Equality Under Law Educational Opportunity: The Prince Edward County Case*, *Justice Under Law Right to Counsel: The Gideon Case*, and *Liberty Under Law/Freedom of Expression: The Feiner Case*. Booklets also provide photos, discussion questions, and bibliographies. Materials may be used independently or in conjunction with the 16mm film series of the same name described below.

Our Living Bill of Rights Series. Encyclopaedia Britannica Educational Corporation (1969). 16mm color or black white films, 20–35 minutes. Grades 7–12. Each



of the six films re-enacts the situations leading up to a significant Supreme Court case, as well as dramatizing the court arguments and presenting majority and dissenting opinions. Series includes *Equality Under Law: The California Fair Housing Cases*, *Equality Under Law: The Lost Generation of Prince Edward County*, *Freedom to Speak: People of New York v. Irving Feiner*, *Justice Under Law—The Schempp Case: Bible Reading in Public Schools*, and *Free Press v. Fair Trial by Jury: The Sheppard Case*. Some corresponding student booklets in the series are described above.

The Pursuit of Justice: An Introduction to Constitutional Rights. Bragdon, Henry W. and John C. Pittenger. Macmillan Publishing Company, Inc. (1969), 180 pp., paperback. Grades 9–12. Historical approach to constitutional rights, stressing the role of legal precedent. Explanations of the Constitution, extensive glossary, questions, photos, and cartoons. Teacher's guide provided.

The Supreme Court and Contemporary Issues. Starr, Isidore. Encyclopaedia Britannica Educational Corporation (1969), 320 pp., paperback. Grades 9–12. Discusses Supreme Court decisions through excerpts from important cases. Includes case backgrounds, decisions, and the significance of decisions. Covers civil rights, academic freedom, separation of church and state, freedom of expression, the reapportionment of electoral districts, antitrust decisions, and rights of accused. Photos and table of cases.

Vital Issues of the Constitution (Trailmarks of Liberty Series). Ratcliffe, Robert H., editor. Houghton Mifflin Company (1975), 150 pp., paperback. Grades 10–12. Selected important cases on freedom of religion, freedom of expression, federal power, the right to vote, equal opportunity, and the rights of the accused. An introductory essay explains the function of the various courts and our legal system. Mock trial scripts, glossary, photos, discussion questions, and bibliography. Teacher's guide available.

Your Rights and Responsibilities as an American Citizen: A Civics Casebook (revised edition). Quigley, Charles N. Ginn and Company (1976), 130 pp., paperback. Grades 5–12. Cases involving the freedoms protected by the Bill of Rights, including freedom of expression and religion, due process, and equal protection of law. Designed to stimulate discussion with questions and role-playing situations. Excerpts from the Constitution. Teacher's guide available.

The System of Justice

The justice system is one area in which student interest never flags. Perhaps the media have helped spark this interest, although television and movies often give students incorrect impressions about courts, police, and prison. In addition, many students who have had firsthand contact with crime and the law realize that the ideal of justice is often not being met, and appreciate an opportunity to explore the discrepancy between the ideal and the real. It is important for teachers to help students examine how justice is pursued through the legal system. The following are some materials which may help in this task.

America's Prisons: Correctional Institutions or Universities of Crime? (Opposing Viewpoints Series). McCuen, Gary E., editor. Greenhaven Press (1971), 118 pp., paperback. Grades 9–12. Anthology of diverse views on prison reform, current conditions, rehabilitation of criminals, and the need for corrections. Photographs, charts, and questions on the readings.

Confrontation in Urbia. Lundstedt, Ronald and David Dal Porto. Classroom Dynamics Publishing Company (1972), 55 pp., paperback. Grades 7–12. Simulates a case involving two high school students and two college students charged with inciting a riot at a local snack shop. Emphasizes the feelings of the shop owner, the students, and the arresting police officer. All necessary information and materials are provided in a book with tear-out pages. Involves 27–45 players during 5–11 class periods.

Crime and Justice. Teaching Resources Films (1974), color sound filmstrip, 14 minutes. Grades 7–9. This filmstrip demonstrates the need for improvement of police, courts and prisons. Includes the gun control controversy and the present inequalities which the poor are apt to suffer in relation to bail, right to counsel, plea bargaining and sentencing. Some open-ended questions are posed. Teacher's guide provided.

Crime and Society: The Challenge We Face (Contact Series). Goodykoontz, William, editor. Scholastic Book Services (1975), kit. Grades 9–12. Plays, statistics, articles, and activities give students insights into crime in this country. Covers some causes of crime, correctional systems, and related subjects. Includes student anthologies and log books, posters and a record. Teacher's guide provided.

Innocent Until . . . Finn, Peter. Games Central (1972), kit. Grades 7–12. Simulates the trial of a man accused of negligent manslaughter. The accused has killed a pedestrian, allegedly while driving under the influence of alcohol. However, some evidence indicates that the accident would have occurred in any event, and it is questionable that the accused was actually intoxicated. After the case is argued, the jury must provide the verdict. Includes teacher's manual, student information packets, role profiles, and a case study of a manslaughter trial. For 13–32 players during 3–9 class periods.

Jury Game. Weintraub, Richard, Richard Kreiger, George W. Echan, Jr., and Stephen Charles Taylor. Social Studies School Service (1974), kit. Grades 6–12. Students play a judge, prospective jurors, attorneys, defendants, plaintiffs, court reporters, and observers. The classroom is organized into a courtroom as the players go through the process of jury selection. Kit includes pictures and role descriptions of prospective jurors, two criminal case descriptions, two civil case descriptions, observer evaluation forms, tips for attorneys on how to ask effective questions, and a guide for the group leader. For 25–35 players during 1–3 class periods.

The Justice Game. Schloat Productions, Inc. (1974), color sound filmstrips, 7–9 minutes. Grades 9–12. Part 1, *The Rules*, shows how legal institutions both protect and restrain us, and how every step of the legal process is guided by rules. A crime is shown, followed by police interrogation of witnesses and arrest and booking of a suspect. Part 2, *We the People*, demonstrates the problem society faces when a suspected criminal is allowed back into society before his trial, due to court delays. Part 3, *Innocent Until Proven Guilty*, dramatizes the disadvantages of the poor in obtaining justice. Part 4, *The Stakes*, shows how plea bargaining is used to save time and money for the courts and the accused. Raises questions as to the availability of swift and equal due process. Teacher's guide provided.

Kids in Crisis. Clark, Todd, Richard Weintraub, Richard Krieger, and Sandra Morley. Social Studies School Service (1975), kit. Grades 7–12. Designed to promote thought and discussion about the problems of the courts and young people in trouble. Players assume the roles of judges, defendants, parents, probation officers, lawyers, and observers in juvenile dispositional and adult sentencing hearings. Includes cases involving not only delinquent acts of youth, but also child abuse and neglect. Includes guide, role descriptions, observer rating sheets, and dispositions of the actual cases upon which the simulations are based. For 25–35 players during 1–5 class periods.

Law in a Democracy Series. Guidance Associates (1973–1975), color sound filmstrips, 11–16 minutes. Grades 7–12. Four filmstrip kits, each containing two segments which encourage thoughtful exploration of various aspects of law and the justice system. *Exploring Limits of the Law* is a beginning exploration of how far the law should go in controlling behavior, including case analyses related to parental discipline, religious freedom, and employer-employee relationships, as well as victimless crimes. *Enforcing the Law* provides a documentary look at one day in the lives of two police officers and viewpoints from numerous segments of society about the role of police. In *The Criminal Court* each step of the justice system is followed from the arrest through the trial of an 18-year-old accused of heroin possession. *Consequences for the Convicted* is designed to stimulate frank discussion of the need for correctional reform, by looking at the evolution of "punishment" and the rationale behind incarceration. Teacher's guides provided.

Law: You, the Police, and Justice (Contact Series). Goodykoontz, William, editor. Scholastic Book Services (1971), kit. Grades 9–12. Readings, cartoons, photos,

and hypothetical cases presenting the need for law, the role of the police, arrest and trial, rights of the accused, and citizenship rights and duties. Includes student books and logbooks, posters, and a record. Teacher's guide provided.

Moot: A Simulation of Legal Procedures Derived from Juvenile and Adult Law Cases. Zarecky, Gary. Interact (1972), kit. Grades 9–12. Role-playing realistically simulates crimes, arrests, and trials in order to help students understand the need for law and to obtain legal knowledge and analytical skills. Simulations include a drug "bust," juvenile court case, and civil law (contracts) case. Several optional cases (murder, assault and battery, school law, draft evasion, robbery) are outlined. Guide includes class assignments, an overview of the American court system, pertinent laws, a questionnaire, subpoena, and play money, as well as simulation procedures. Almost any number of students can participate over several days.

Plea Bargaining: A Game of Criminal Justice. Katsh, Ethan, Ronald M. Pipkin and Beverly Schwartz Katsh. Simile II (1974), kit. Grades 9–12. Designed to help students experience the pressures of overcrowded city court dockets and learn about the justice and injustice of plea bargaining and the criminal justice system. Players are divided into the roles of public defenders, defendants, district attorneys, and judge. Time is limited and all defendants pleading "guilty" must be sentenced and those pleading "not guilty" must be recalled to reconsider their plea. Includes director's manual, players' instruction sheets, copies of the criminal code, case reports, defendants' case notes, docket forms, wall chart. Can be played by 11–35 players during 4 class periods or one 4-hour session.

The Policeman and the Citizens: The Politics of Law and Order. Feder, Bernard. American Book Company (1973), 183 pp., paperback. Grades 8–12. Explores the conflicts between individual rights and law enforcement through the study of several cases, including *Escobedo v. Illinois* (the right to counsel) and *Miranda v. Arizona* (privilege against self-incrimination). Also looks at the issues and facts involved in the police-youth confrontations in Chicago during the 1968 Democratic Convention. Includes discussion questions, political cartoons, and encapsulated positions of prominent politicians, police officers, columnists, scholars, civil rights leaders, and others. Bibliography. Teacher's guide available.

Police Patrol. Clark, Todd. Simile II (1973), kit. Grades 7–12. An even-handed simulation approach to understanding a police officer's problems in carrying out his everyday duties. Includes 16 different role-playing situations. Can also be used to encourage discussions about the meaning of authority, the delicate balance between individual rights and the need to protect society, and other basic issues of law. Includes teacher's manual, incident sheets, wall charts, police manuals, police call cards, observer evaluation forms, and attitude surveys. Played most effectively with 20–35 students during 1–5 class periods.

Rip-Off: A Simulation of Teen-Age Theft and the Juvenile Hearing Process. Zarecky, Gary. Interact (1976), kit. Grades 7–12. Provides students with some background of the justice system, cases through which students can simulate the shoplifting experience, analyze reasons for shoplifting, role-play authorities who must deal with shoplifters, and participate in a mock juvenile court hearing. Includes student instructions and teacher's guide. There is no limit on the number of participants. 5–10 class periods should be allotted.

Television, Police and the Law. Prime Time School Television. Prime Time School Television (1976), duplicating masters. Grades 7–12. Articles, charts, and activities to help children use television programs to explore the justice system (emphasizing the role of the police), due process rights, and the problem of crime. Materials are designed to be used in a six-week curriculum unit. Teacher's guide and program guide provided.

The Wheels of Justice. Teaching Resources Films (1972), color sound filmstrip, 14 minutes, and record, 10 minutes. Grades 9–12. The filmstrip presents the problems of overcrowded and inadequate prisons and courts. It asks if we should be willing to give up due process rights in some types of cases in order to provide more efficient administration of justice in others. The poor are shown as the victims of an overburdened court system. It examines the bail system, the effect of prisons on first offenders, the problems encountered by released prisoners, and the advisability of a uniform system of justice. Open-ended questions about possible solutions to the problems are posed. The record is a discussion with a *New York Times* criminal justice reporter about some of the problems outlined in the filmstrip. Includes worksheet master of case studies and teacher's guide.

Student Rights and Responsibilities

Secondary students have perhaps shown more interest in legal issues relating to student rights and responsibilities than in any other area of law. While teachers may want to supplement any materials listed here with the most updated information and data relating to their specific situations and geographic locations, the following may provide some basic information.

The Civil Rights of Students (Critical Issues in Education Series). Schimmel, David and Louis Fischer. Harper and Row Publishers, Inc. (1975), 348 pp., paperback. Grades 10–12. Uses the case study approach to investigate the civil rights of students. Cases involve freedom of speech, freedom of the press, freedom of association, freedom of religion and conscience, dress codes, racial and ethnic segregation, sex discrimination, and due process. Appendices include constitutional amendments most relevant to the rights of students, notes on how to use the legal system, summaries of leading constitutional cases, suggestions on how to use the book in a classroom, sample dress and grooming codes, and a bibliography.

Freedom of Expression (Constitutional Rights Series). Martz, Carlton S. Benziger, Inc. (1976), 64 pp., paperback. Grades 9–12. Case studies and discussion questions help students examine the First Amendment rights to freedom of speech, petition, and assembly. Special section on freedom of expression rights of students. Teacher's guide available.

Inequality in Education (No. 20): Discipline and Student Rights. Center for Law and Education. Center for Law and Education (July, 1975), 83 pp., journal. Grades 11–12. Presents legal decisions affecting student rights, with articles on searches of students, student suspensions, due process rights (including the implications of *Goss v. Lopez*), free press, and sex discrimination.

The Rights of Students: The Basic ACLU Guide to a Public School Student's Rights (American Civil Liberties Union Handbook Series). Levine, Alan H., Eve Carey and Diane Divoky. Avon Books (1973), 160 pp., paperback. Grades 10–12, teacher. Uses a question and answer format to present information about the rights of students. Includes information on First Amendment rights, dress codes, due process rights, discrimination, corporal punishment, placement, marriage and pregnancy, school records, and grades. Includes a bibliography, a description of legal citations, and the Supreme Court's opinion in the *Tinker* case (dealing with students' First Amendment rights to use the public school as a forum for peaceful protest against government foreign policy).

Students' Rights: Issues in Constitutional Freedom (The Analysis of Public Issues Program Problems Series). Knight, Richard S. Houghton Mifflin Company (1974), 122 pp., paperback. Grades 8–12. Provides basis for discussion and activities on student rights controversies. Focuses on dress codes, freedom of expression, privacy, and due process. Bibliography. Teacher's guide available.

Your Legal Rights and Responsibilities: A Guide for Public School Students. United States Department of Health, Education, and Welfare, Office of Youth Development (1976), 25 pp., paperback. Grades 7–12. This free publication is designed to help students understand their rights and responsibilities. Includes discussions of Supreme Court decisions relating to religion, speech, the flag salute, expulsion and suspension, and discrimination, as well as acts of Congress relating to student records, discrimination, and the rights of handicapped students. Appendix provides addresses for legal service organizations. Order publication #OHD/OYD 76-26048.

Your Rights, Past and Present: A Guide for Young People. Haskins, Jim. Hawthorn Books (1975), 128 pp., hardback. Grades 7–12, teacher. Analyzes the legal rights of children and teenagers by looking at

young people's rights in relation to labor, the school, the home and family, and the juvenile justice system. Provides both historical and contemporary perspectives. Selected bibliography.

Law and United States History

One subject which is required of almost all secondary students is United States history. Of course, this is a subject in which it is easy to integrate much law-related material. Some of the following may be incorporated into existing classroom units.

Constitution: A Simulation of a Convention Called To Revise the United States Constitution. Kennedy, Charles L. Interact (1974), kit. Grades 10–12. Students study the U.S. Constitution as they participate in a simulated constitutional convention which is considering revisions of the original document. Includes teacher's guide and students' guides. For 35 players over 15 class periods.

Espionage: A Simulation of the Rosenbergs' Trial of 1951. Lacey, William. Interact (1974), kit. Grades 8–12. Students examine the anti-communist mood of the 1950s, the justice of the use of capital punishment for conspiracy to commit espionage, and the validity of evidence in the trial of Julius and Ethel Rosenberg. The trial is reconstructed, and the jury reaches its own conclusion. Includes teacher's guide and students' guides. For 35 players during 3–5 class periods.

The Haymarket Case. Dal Porto, David. History Simulations (1972), kit. Grades 9–12. Simulates the 1886 Haymarket trial from jury selection through decision. May be helpful in stimulating discussion of free speech, dissent and protest, labor rights, and other issues, as well as due process and court procedure. Includes procedures, teacher information sheet, master role sheet, fact sheet, role sheets, subpoena, decision sheet, reporter sheets, and trial exhibits. For 28–38 players during 5–6 class periods.

1787: A Simulation Game. Rothschild, Eric and Werner Feig. Olcott Forward (1970), kit. Grades 7–12. Players are fictitious delegates to the Constitutional Convention of 1787, as well as George Washington, James Madison, and Benjamin Franklin. Background of the times is provided but convention outcomes may vary from actual history. Includes record, duplicating masters, agenda poster, role cards, delegate handbooks, and teacher's guide. For 20–40 players during 3–14 class periods.

Six Involvement Exercises for United States History Classes (Vols. 1–4). Krause, William and David C. Sischo. Involvement (1974), 50 pp. each. Grades 8–12. Each of the four volumes contains six activities, including inquiry exercises, role-playing, and simulations on historical, political, and legal subjects. Includes material on the electoral college, presidency, the Korematsu trial (legality of relocation and internment of Japanese Americans during World War II), Dred Scott trial (rights of slaves), the Pullman trial (legality of railroad strikes), and many other subjects.

Values of the American Heritage: Challenges, Case Studies, and Teaching Strategies (NCSS Yearbook). Ubbelohde, Carl and Jack R. Fraenkel, editors. National Council for the Social Studies (1976), 213 pp., hardback. Teacher. Case studies help readers to focus on the rights claimed in the Declaration of Independence. "Life, Liberty and the Pursuit of Happiness" are examined through case studies of past and current controversies over what those rights mean in specific circumstances. Includes impressment of citizens during wartime, the trial of Susan B. Anthony, religious freedom issues raised by Mormons in the 19th century, and the rise of corporate power and monopolies. Extensive section on strategies for teaching about values. Recommendations for further reading provided.

The War Crimes Trials. Dal Porto, David and John Koppel. History Simulations (1974), kit. Grades 9–12. Simulates war crime trials in Germany after World War II. Students take the roles of judges, witnesses, lawyers, and four of the accused in two separate mock trials. Includes all necessary information and forms. For 25–40 students during 10 class periods.

Organizations

I have not listed nearly all the materials that could be used in elementary and secondary classrooms, nor have I covered all the subject areas which could be included. Many more quality materials exist or are in development stages. The following are brief descriptions of a number of organizations which may be able to assist you in identifying materials and developing approaches for law-related education curriculum.

American Bar Association Special Committee on Youth Education for Citizenship (YEFC), 1155 East 60th Street, Chicago, Illinois 60637, (312-947-3960), Staff Director: Norman Gross. YEFC has, since 1971, served as a national clearinghouse and coordinator on all aspects of law-related education. Staff provides consulting services to groups interested in establishing and developing programs, and assists in insuring coordinated efforts between educational systems, bar associations, justice agencies, and other community groups. YEFC has produced a series of publications, listed earlier in this article, and can inform you of law-related projects already underway in your vicinity. It also works with colleges and universities in incorporating law-related education into pre-service teacher education programs.

Correctional Service of Minnesota, Education Division, 1427 Washington Avenue South, Minneapolis, Minnesota 55404, (612-339-7227), Education Director: David Whitney. The Correctional Service of Minnesota is a private, non-profit organization which offers an extensive collection of law-related resource and curriculum materials for sale and rental. Other activities of the Correctional Service include research into various correctional problems and law-related training for teachers and criminal justice personnel.

Institute for Political/Legal Education (IPLE), Box 426, Glassboro-Woodbury Road, Pitman, New Jersey 08071, (609-589-3410), Executive Director: Barry E. Lefkowitz. This nationally validated Title IVC Project provides consulting in all states for establishing political and legal education programs based on the IPLE model. The IPLE program includes both classroom and field experiences for New Jersey high school students, and has developed a number of curriculum materials.

Law, Education and Participation (LEAP), A National Project of the Constitutional Rights Foundation, 6310 San Vicente Boulevard, Los Angeles, California 90048, (213-930-1510), Executive Director: Vivian Monroe. Provides consulting services to legal and citizenship projects throughout the United States. LEAP, originally funded by the Ford and Danforth Foundations, grew out of the Constitutional Rights Foundation (CRF), which was established in 1963 to encourage improved law-related education in the schools of California. The Constitutional Rights Foundation has produced a variety of materials, including its *Bill of Rights in Action* quarterly, simulation games, *Constitutional Rights Series* (Benziger, Inc.), and other materials. Affiliated offices are located in Philadelphia and Chicago.

Law in a Free Society (LIFS), 606 Wilshire Boulevard, Suite 600, Santa Monica, California 90401, (213-393-0523), Executive Director: Charles N. Quigley. LIFS was created in 1969 as a project of the State Bar of California. It has developed in-service teacher education materials on each of eight concepts: authority, diversity, freedom, justice, participation, privacy, property, and responsibility. Multi-media kits for K–12 student instruction are now being developed. Consulting services are available.

Law in American Society Foundation, 33 North LaSalle Street, Chicago, Illinois 60602, (312-346-0963), Executive

Director: Robert H. Ratcliffe. The Foundation has conducted intensive summer teacher education institutes in the substantive and pedagogical aspects of law-focused education since 1966. Curriculum materials include the *Justice in Urban America* series, *Trailmarks of Liberty* series, *Foundations of Justice*, and the *Law in American Society Journal*. The Foundation also offers consulting services to interested groups throughout the country.

National Organization on Legal Problems in Education (NOLPE), 5401 Southwest Seventh Avenue, Topeka, Kansas 66606, (913-273-3600), Executive Secretary: M. A. McGhehey. NOLPE was established to "improve education by promoting interest in and understanding of school law throughout the United States." While it should be understood that "school law" is not the same as "law-related education," the publications of NOLPE can provide information on the status of current legal issues affecting school administrators, teachers, and students.

National Street Law Institute, 412 Fifth Street, N.W., Washington, D.C. 20001, (202-624-8235), Director: Jason Newman. In 1972, "Street Law" was an experimental course in two D.C. high schools, designed to give students practical information about the law. The program has now expanded to include many D.C. junior and senior high schools and is being established in other cities in the nation. It has developed useful curriculum materials, including *Street Law: A Course in Practical Law* and *Street Law: A Course in the Law of Corrections* (West Publishing Company). Consulting services are available.

Distributors

American Bar Association
1155 East 60th Street
Chicago, Illinois 60637

American Book Company
300 Pike Street
Cincinnati, Ohio 45202

W. H. Anderson Company
646 Main Street
Cincinnati, Ohio 45201

Avon Books
959 Eighth Avenue
New York, New York 10019

Beginner Books
Division of Random House
457 Hahn Road
Westminster, Maryland 21157

BFA Educational Media
2211 Michigan Avenue
Santa Monica, California 90404

Benziger, Inc.
Order Department
Front and Brown Streets
Riverside, New Jersey 08075

Bobbs-Merrill Company, Inc.
4300 West 62nd Street
Indianapolis, Indiana 46268

Center for Law and Education
Harvard University
Larsen Hall, 14 Appian Way
Cambridge, Massachusetts 02138

Churchill Films
662 North Robertson Boulevard
Los Angeles, California 90069

Citizenship Development Program
Mershon Center, Ohio State University
199 West 10th Avenue
Columbus, Ohio 43201

Classroom Dynamics Publishing Company
231 O'Connor Drive
San Jose, California 95128

Constitutional Rights Foundation
6310 San Vicente Boulevard
Los Angeles, California 90048

Dell Publishing Company, Inc.
Educational Sales Department
750 Third Avenue
New York, New York 10017

Encyclopaedia Britannica Educational Corporation
425 North Michigan Avenue
Chicago, Illinois 60611

Games Central
Abt Associates Inc.
55 Wheeler Street
Cambridge, Massachusetts 02138

Ginn and Company
191 Spring Street
Lexington, Massachusetts 02173

Greenhaven Press
1611 Polk Street, N.E.
Minneapolis, Minnesota 55413

Guidance Associates
757 Third Avenue
New York, New York 10017

Harper and Row Publishers, Inc.
10 East 53rd Street
New York, New York 10022

Hawthorn Books
260 Madison Avenue
New York, New York 10016

History Simulations
P.O. Box 2775
Santa Clara, California 95051

Houghton Mifflin Company
Department M
One Beacon Street
Boston, Massachusetts 02107

Interact
Box 262
Lakeside, California 92040

Involvement
3521 E. Flint Way
Fresno, California 93726

Law In a Free Society
606 Wilshire Boulevard, Suite 600
Santa Monica, California 90401

Learning Corporation of America
1350 Avenue of the Americas
New York, New York 10019

McCutchan Publishing Corporation
P.O. Box 774
2526 Grove Street
Berkeley, California 94701

McGraw-Hill Book Company
1221 Avenue of the Americas
New York, New York 10020

Macmillan Publishing Company, Inc.
School Division
866 Third Avenue
New York, New York 10022

Charles E. Merrill Publishing Company
1300 Alum Creek Drive
Columbus, Ohio 43216

The Missouri Bar
326 Monroe
Jefferson City, Missouri 65101

National Council for the Social Studies
1515 Wilson Boulevard
Arlington, Virginia 22209

Olcott Forward
c/o Educational Audio-Visual Inc.
Pleasantville, New York 10570

Oxford Book Company, Inc.
11 Park Place
New York, New York 10007

Pathescope Educational Films, Inc.
71 Weyman Avenue
New Rochelle, New York 10802

Prentice-Hall, Inc.
Englewood Cliffs, New Jersey 07632

Prime Time School Television
120 South LaSalle Street
Chicago, Illinois 60603

Random House, Inc.
Order Department
Westminster, Maryland 21157

Salenger Educational Media
1635 Twelfth Street
Santa Monica, California 90404

Schloat Productions, Inc.
150 White Plains Road
Tarrytown, New York 10591

Scholastic Book Services
904 Sylvan Avenue
Englewood Cliffs, New Jersey 07632

Simile II
1150 Silverado
P.O. Box 1023
La Jolla, California 92037

Simon and Schuster
Education and Library Services
630 Fifth Avenue
New York, New York 10020

Social Studies School Service
10,000 Culver Boulevard
Culver City, California 90230

Society for Visual Education
1345 Diversey Parkway
Chicago, Illinois 60614

Teaching Resources Films
Station Plaza
Bedford Hills, New York 10507

United States Department of Health, Education and Welfare
Office of Youth Development
200 Independence Avenue, SW, Room K21D
Washington, D.C. 20201

Franklin Watts, Inc.
730 Fifth Avenue
New York, New York 10019

West Publishing Company
170 Old Country Road
Mineola, New York 11501

Course 3 - School Climate

Module

Audiovisual Reference Material

THE REALITY OF SUCCESS
(Second film in a three-film package: REALITY THERAPY)

Dr. William Glasser presents his seven-step formula for teachers to deal with students who have scholastic or disciplinary problems.
Describer critique: "The Reality of Success" presents a clear, concise system for a teacher's practical needs in dealing with difficult students. Dr. Glasser's process is well designed and simple so that it can be flexible under varying circumstances.
Intended for preservice and inservice teachers and counselors concerned with reaching problem students. Grade levels of junior high and up.

Color Film
Purchase: $350
Rental Fee: $40
Distributor: Media Five Film Distributors
3211 Cahuenga Blvd. West
Hollywood, CA 90068
Telephone (213) 851-5166

Previewed by NSRN staff.

"...MORE THAN JUST A PLACE TO COME TO"

A documentary investigation of school violence and vandalism -- causes, effects, and programs for change in elementary, junior high, and high schools. The film records scenes surrounding a tragic murder on a school playground and two quarter-of-a-million dollar school arson fires. Students (elementary through high school), teachers, parents, administrators, judges, and police talk about the atmosphere of fear and hostility in schools and then demonstrate what can be done to bring peace and tranquility back into the classroom.

Color Film, 20 minutes
Rental Fee: $25.00
Distributor: Correctional Service of Minnesota
1427 Washington Avenue South
Minneapolis, MN 55454
Toll Free #: (800) 328-4737
Minnesota residents call
collect: (612) 339-7227

Not previewed by NSRN staff.

TO REASON WHY

Most Americans do not understand the laws that affect their lives every day, nor are they familiar with the processes of law and how to deal with them. Law-related education addresses these needs through meaningful programs on the law and legal system in our nation's elementary and secondary schools.

TO REASON WHY is designed to introduce law-related education to educators, lawyers, parents, justice officials and other members of your community. The film:

Discusses the need for improved education about the law and the legal process.

Shows classrooms from kindergarten through twelfth grade where law studies are being successfully introduced.

Identifies the essential elements of worthwhile programs.

Demonstrates effective teaching techniques such as mock trials. role play and classroom participation by representatives of the justice system.

Discusses resources available to those interested in instituting law-related education in their schools.

Color Film, 30 minutes
Purchase: $200
Rental Fee: $15 (3 days)
$25 (1 week)
$50 (1 month)
$100 (3 months)
Distributor: Mary Hanson
Perennial Education, Inc.
477 Roger Williams
P.O. Box 855 Ravinia
Highland Park, IL 60035
Telephone: (312) 433-1610

Previewed by NSRN staff.

Course 3

School Climate

ACKNOWLEDGEMENTS

The course was developed and written by Ms. Tamar Orvell with support from Ms. Kamer Davis and assistance from Dr. Lee Arbetman, Mr. Richard Carlson, Mr. Ron Gager, Dr, James Garbarino, and Mr. Jerry Paradis.

Resource Request Form

Please send me the following *National School Resource Network* Resource Materials:

Name _____ **Phone** _____

Title _____ **School** _____

Address _____
(Street)

_____
(City) **(State)** **(Zip)**

Course Ref. I-D	*Title*	*No. Copies*